Grammar in Action

TRESSLER

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BY

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PREFACE

When the pendulum swung away from the teaching of formal grammar, there was danger that it would pass far beyond a sensible motivated teaching of functional or applied grammar to a denunciation of all grammar except usage drills. Now the pendulum is oscillating about the middle point, a mastery of the simple fundamentals of functional grammar as a foundation on which to build all English work, and will doubtless come to rest here.

Of course, the boy or girl who grows up in an atmosphere of correct and elegant English — if such a fortunate one is to be found — speaks and writes well without studying grammar. Usage drills help the less fortunate to eliminate flagrant errors, but do not give "the genuine familiarity with the elementary facts of English grammar, without which," the department of English of the University of Wisconsin tells us, "under existing conditions it is futile to expect the vast majority of our pupils to acquire the ability to use English correctly either in speech or in writing."

Grammar in Action is built on a belief that the important aims in grammar teaching are to help pupils (1) to write and speak correct sentences, (2) to construct varied, effective sentences, (3) to punctuate correctly, and (4) to extract thought from the printed page. Because, as Randolph found, half the errors in speech and writing are faults in sentence structure other than the choice of forms, a pupil should learn the terminology for a discussion of sentence building and should be given practice in forming, criticizing, and improving sentences.

With the exception of a brief systematic preliminary study of the parts of the sentence, analysis and diagraming, which is shorthand analysis or graphic representation of analysis, are taught when needed. Thus the work is motivated; the probability that the study of analysis will function in class

and outside of class, increased; and the habit of using analysis in correcting sentences, building varied, forceful, mature sentences, extracting thought from the printed page, and punctuating correctly, established. Chapter XIX, for example, gives the pupil practice in applying his knowledge of grammar to the improvement of sentences by placing something besides adjectives before the subject, building complex sentences, using appositives, series, and participles, and occasionally using an interrogative, an exclamatory, or an imperative sentence.

The criteria for the selection of grammar material and the determination of how much emphasis should be placed on each point selected are the frequency of use and the frequency, persistency, and social seriousness of errors. Therefore the topics were selected, the eliminations were made, and the emphasis on items was determined by a study of the investigations of Lyman, Johnson, Charters and Miller, Earhart and Small, Sears and Diebel, Randolph, Richardson, and Stormzand and O'Shea (*How Much English Grammar*), and of my own investigation (*The English Journal*, November and December, 1917).

The sentences in the corrective exercises are with few exceptions actual pupil sentences. Most of the sentences for analysis and punctuation are typical high-school, college, newspaper, magazine, and book sentences; a few, literary gems; none, childish prattle.

In the text there are no grammatical enigmas or lengthy, complicated sentences. Pupils learn nothing about using the language by puzzling over intricate sentences.

In the first half of the book complex and compound sentences are rare. Pupils apply what they learn first in the correction and construction of simple sentences and then in building and improving compound and complex sentences.

The explanations are addressed to the pupil, not to the teacher. My use in the classroom of much of the material in the text convinces me that teachers will not need to simplify, develop, clarify, or illustrate the explanations.

With few exceptions the terminology of the Joint Com-

mittee on Grammatical Nomenclature has been used. When the Joint Committee name is unnecessarily difficult, it has been placed in parenthesis after a simpler old established term.

In matters of divided usage the text is liberal, not puristic or pedantic. Certainly there is no value in teaching untruths about the language.

True to its name, *Grammar in Action* has a maximum of examples and practice in functional grammar, and a minimum of theory and rules. This practice includes the building of both sentences and compositions.

J. C. T.

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GRAMMAR IN ACTION

CHAPTER I

THE SIMPLE SENTENCE

Sentence Sense

Which of these groups of words express complete thoughts?

1. Father *sat* in the shade of the old apple tree.
2. In time of trouble Fred *was* a true friend.
3. Marconi *invented* the wireless in 1895.
4. In the shade of the old apple tree.
5. A true friend in time of trouble.
6. The remarkable inventions of the last fifty years.

Numbers 1, 2, and 3 are sentences, because they express complete thoughts. In each, the italicized word makes a statement about a person, place, or thing. In 4, 5, and 6 we do not know what the thoughts of the writer are. These word-groups do not express complete thoughts, do not make statements, do not say anything, are half-sentences.

Practice 1

Five of the following are sentences and five are half-sentences. Which are the sentences? In each sentence point out the word which makes a statement about a person, place, or thing.

1. Prince Otto is now in exile.
2. Otto, the son of the late emperor of Austria, at work on a problem in algebra.
3. Margaret Barrington, a Girl Scout of Atlanta, Georgia, on the back of her favorite cow.

4. The picture shows Margaret on the back of a cow.
5. Cameo, one of the cleverest trick dogs in Los Angeles, in charge of a class for the benefit of three less gifted friends.
6. In Los Angeles dogs go to school.
7. Sabatini writes stories about ships and the sea.
8. Rafael Sabatini, author of *Captain Blood* and many other popular romances about ships and the sea.
9. A wreath from Queen Marie was laid on the grave.
10. A wreath in memory of the mother of Washington.

Every sentence has two parts, a subject and a predicate.

Simple Predicate

In each sentence look at the word which makes the statement about a person, place, or thing, asks a question, or gives a command:

1. The pup *trotted* from a local train with a dozen other passengers.

Trotted makes a statement about the pup.

2. Hulit *prepares* seals for circus acts.

Prepares tells what Hulit does.

3. A West Virginia girl of eighteen *skated* thirty-five miles to see her mother.

Skated says something about a West Virginia girl.

4. Well, *figure* this out for yourself.

Figure tells you to do something.

5. Where are my books?

Are asks about books.

These words which make the statements about the persons, places, or things, give commands, or ask questions are the simple predicates or predicate verbs of the sentences.

Practice 2

In each sentence find the simple predicate:

1. A prison has crowbars for window screens.
2. Take my case as an example.
3. All listened attentively to the eloquent argument.
4. Fog is the great enemy of the air navigator.
5. Into the ballroom of the fashionable hotel walked two little ragamuffins.
6. For just one minute the stranger hesitated.
7. At the southern end of the valley there is a salt lake without an outlet.
8. At the age of eighty-eight John D. Rockefeller still enjoyed his favorite game, golf.
9. Where is the magazine?
10. Down came the rain in torrents.

Auxiliaries

What are the simple predicates in these sentences?

1. He is reading *The Making of an American.*
2. The best man will be elected.
3. When was the north pole discovered?
4. How long have you and your brothers been collecting stamps?

Is reading, *will be elected*, *was discovered*, and *have been collecting* are the simple predicates. The verbs *read*, *elect*, *discover*, and *collect* have auxiliaries which help them to make the statements or ask the questions. Sometimes, as in 3 and 4, there are words between the parts of the verb.

The auxiliaries are *is* (*be*, *am*, *is*, *are*, *was*, *were*, *been*), *have*, *had*, *do*, *did*, *may*, *can*, *might*, *could*, *must*, *shall*, *will*, *should*, and *would*.

Practice 3

Find the simple predicates in the following sentences:

1. Frightful or excessive punishment does not prevent crime.
2. What did the Indian teach the white man?

3. Have you ever studied flag etiquette?
4. You can almost hear the children's shouts of laughter.
5. Why are glass tops put on desks?
6. China is coming out of her long sleep at last.
7. Could a scout with nothing but a knife live in the mountains for about six months?
8. New fire-fighting equipment will be installed during the next sixty days.
9. When did you see him?
10. Who will be elected secretary?
11. Is the garden furniture brilliantly painted?
12. Lindbergh could probably have made $2,000,000.

PRACTICE 4

Find in a magazine or a book ten sentences in which the verb consists of two or more words. Copy the sentences, and underline the verb.

Simple Subject

In each sentence what word names the person, place, or thing spoken of?

1. The people in the grandstand waved their flags.

People answers the question, "Who or what *waved?*" and is the subject of the sentence.

2. Hockey is played on skates.

Hockey, the subject, answers the question, "Who or what *is played?*"

3. In through the back door went a short, dumpy old lady.

Lady, the subject, answers the question, "Who or what *went?*"

4. Is the doll dressed like an American child?

Doll, the subject, answers the question, "Who or what *is dressed?*"

One can easily find the subject of a question by changing the question to a statement, "The doll is

dressed like an American child," before asking, " Who or what *is dressed?* "

Frequently in commands and requests the subject is not expressed.

1. Come early.
2. Be in your seat before eight o'clock.

You understood is the subject of both sentences.

PRACTICE 5

Copy these sentences. In each sentence draw one line under the simple subject and two lines under the simple predicate.

1. The Mississippi flood caused many deaths.
2. The nest of the robin is made of mud and grass.
3. In what New England state are there the greatest number of cows?
4. Down the street marched the high-school drum corps.
5. Among free men there can be no successful appeal from the ballot to the bullet. — LINCOLN
6. In what year was the Galveston flood?
7. Never show the bottom of your purse or your mind.
8. What kind of food did the Indians eat in winter and summer?
9. A bad book is the worst of thieves.
10. In summer the air is scented with the fragrance of wild flowers.
11. In two valleys of the Great American Desert grows a strange gray-green tree.
12. One of "Ned" Lawrence's first adventures brought him to grief.
13. In the limousine with the President rode Rebecca, the famed raccoon.
14. The World War veterans objected to this misuse of the flag.
15. The Indian armed himself with bow and arrow and tomahawk.

Complete Subject

Compare 1 and 2, also 3 and 4.

1. Room.
2. The red auction room.

3. Man.
4. The smooth and sleek-faced man in the office.

Room means any room in the world; *man*, any man. The words *the red auction* are called modifiers, because they change the meaning from any room to a particular one. Likewise *the*, *smooth*, *sleek-faced*, and *in the office* change the meaning of *man*, tell which man is thought of.

The simple subject with its modifiers is called the complete subject.

The complete subject in each sentence is italicized. What is the simple subject? What are the modifiers of the simple subject?

1. *A clever, dear, good little child* came in.

The modifiers, *a clever, dear, good little*, change the meaning of *child*.

2. *An actor with a beard a foot long* took the part of Stanton.

The simple subject is *actor;* the modifiers, *an* and *with a beard a foot long*.

3. Some weeks ago *a plump little man* entered the office of the United States consul at Melbourne.

The words *a plump little* change the meaning of *man*. The words *some weeks ago* modify *entered*, because they tell when the man entered. They do not describe the man or tell which man is meant.

4. In the consul's office is *a man of tact and intelligence.*

The simple subject is *man;* the modifiers, *a* and *of tact and intelligence*. The words *in the consul's office* modify *is*, because they tell where the man is.

Practice 6

Find the simple predicate, the simple subject, and the complete subject in each sentence:

1. The crimson sun went down behind the hills.
2. An addition to the high school is under construction.
3. How many children of Theodore Roosevelt are living?
4. What boy in a story by Dickens was punished for asking for more porridge?
5. By night ten thousand beacon fires flickered across the continent.
6. A most glorious date in the history of the American Navy is September 23, 1779.
7. A large percentage of the successful flyers of the future will come from the ranks of the Boy Scouts of America.
8. And up from that treasure cave shot a strange and wonderful light.
9. This first-aid kit will help you help the other fellow.
10. Near Lake Placid are many beautiful white birches.
11. Which of your friends have good manners at the table?
12. Just behind the girl was a farmhouse of red brick.

Complete Predicate

The complete predicate includes the verb or simple predicate, its modifiers, and words used to complete its meaning. Commonly every word in the sentence belongs to either the complete subject or the complete predicate.

1. The barking of dogs | saved one hundred people adrift in the East River.

The vertical line separates the complete subject from the complete predicate. *Saved* is the predicate verb, because it makes the statement. *Barking* is the simple subject, because it answers the question, "Who or what *saved?*" *The barking of dogs* is the complete subject; *saved one hundred people adrift in the East River*, the complete predicate.

2. From the boats went up shouts of joy.

Went, the predicate verb, makes the statement. *Shouts*, the simple subject, answers the question,

"Who or what *went?*" *Shouts of joy* is the complete subject; *went up from the boats*, the complete predicate.

When in a sentence like number 2 the complete predicate or part of it is before the subject, the order is inverted. The natural order of this sentence is, "Shouts of joy went up from the boat." In the natural order the complete subject comes before the complete predicate.

When *there* is used to introduce an inverted sentence, it is called an expletive.

There were thirty thousand people at the polo game.
Thirty thousand people | were at the polo game.

The inverted order is commonly used in questions.

When shall we three meet again?
(Natural order) We three shall meet again when?

Notice that often the subject is wedged in between the parts of the predicate. In these sentences the complete subject is italicized. The rest of each sentence is the complete predicate.

1. When was *Roosevelt* elected president?
2. After seven years of victory *the tennis champion* was defeated.
3. How often have *French tennis players* won the championship of the United States?
4. Have *any of you* heard this spring the song of a bobolink?
5. Quickly and quietly *the pupils in the room* went back to their work.
6. Behind the well *a spreading elm* grows.

Practice 7

In each sentence find the simple predicate, the simple subject, the complete subject, and the complete predicate.

Model for Written Work

At the end of the first half of the game the score was 7 to 6 in favor of the visiting team.

The score | was 7 to 6 in favor of the visiting team at the end of the first half of the game.

1. The minutemen were too quick for the British.
2. Crime costs the American people ten billion dollars a year. (Because *crime* has no modifiers, it is both the simple subject and the complete subject.)
3. After a time the Indian obtained the rifle and the hunting knife from the white man.
4. At the age of seventy-seven Mrs. N. O. Freeman is taking a course in English and American literature at Northwestern University.
5. Sound the trumpet!
6. Six times the airmen were flung back by a raging blizzard.
7. At Silverton diphtheria antitoxin was dropped from an airplane into a snowbank.
8. For what is Ralph Henry Barbour famed?
9. In big league baseball what position, besides second base, third base, and shortstop, is never filled by a left-handed thrower?
10. For twelve months my friend Kakoot told all the other Eskimos about that trip in my canoe.
11. The first big football game of the season will take place this week.
12. Don't dodge responsibility.
13. The best single-volume life of Lincoln is by an Englishman, Lord Charnwood.
14. From Tokio there landed at San Francisco the new French ambassador to the United States.
15. On the morning of January 26, 1830, the Senate chamber in the United States Capitol was filled by an excited and expectant throng.

Simple Sentence Having Compound Subject or Predicate

How many subjects and predicates has each sentence?

1. Ichabod Crane lived in Sleepy Hollow. (One subject and one predicate)
2. His *father* and *mother* live in India. (Compound subject)
3. Suddenly Jim *heard* a noise and *hid* behind a tree. (Two verbs; therefore compound predicate)

A simple sentence has one subject and one predicate, either or both of which may be compound.

Practice 8

In these sentences either the subject or the predicate is compound, or both are compound. Draw a line between the complete subject and the complete predicate. Draw a line under every subject word and predicate verb.

Model

All day long the men and boys huddled under the tent and shivered.

The men and boys | all day long huddled under the tent and shivered.

1. Washington and Lincoln are two great Americans.
2. Margaret and I stayed at home and read.
3. Oxford and Cambridge are the most famous English universities.
4. The ladies in ancient Crete thought a great deal about their clothes and had expert dressmakers.
5. Paris and London are the two cities of *A Tale of Two Cities*.
6. Elephants also roar and scream from rage.
7. The men of the neighborhood took a day off, tore down the old barn, hauled the timbers to the new location, and set up the framework.
8. Four times my own ships sank, or were crushed to kindling wood against the rocks.
9. Randolph and I played tennis after school and studied after dinner.
10. Just fill out and mail the coupon.
11. Progress and achievement result only from the conquest of difficulties.
12. Then we sat around the log fire and talked.
13. The Indian squaw cooked, sewed, built the wigwam, and raised the scanty crop of corn, beans, melons, and squashes.
14. Over the cobbles he clattered and clashed in the dark innyard.
15. Los Angeles and Detroit have grown rapidly.

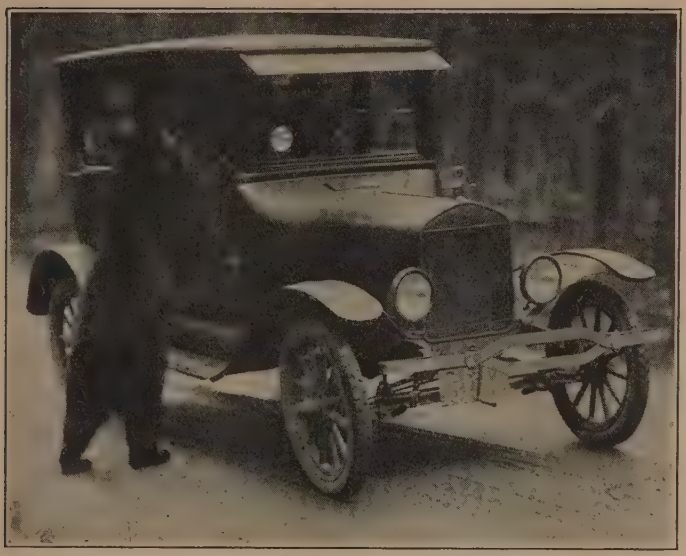

Photo by Ewing Galloway

PRACTICE 9

Using this picture to suggest ideas, write eight entertaining simple sentences. Describe the bear. Where does he live? What does he want — the car, a ride, money, food? Or is he warning the motorist about reckless driving? How would you feel if you were in the car? What would you do? Describe the car. In the sentences draw one line under each complete predicate. Place a check mark (✓) before the subject word and an asterisk (*) before the verb.

Summary

1. A **sentence** is a group of words expressing a complete thought.

2. Every sentence has two parts, a subject and a predicate.

3. The **simple predicate** or **predicate verb** makes a statement, asks a question, or gives a command.

4. An **auxiliary** helps a verb to make a statement, ask a question, or give a command.

5. The **simple subject** names the person, place, or thing spoken of.

6. The **complete subject** is the simple subject with its modifiers.

7. The **complete predicate** is the simple predicate with its modifiers and the words that complete its meaning.

8. When the complete predicate or part of it is before the subject, the **order** is **inverted.**

9. A **simple sentence** has one subject and one predicate, either or both of which may be compound.

CHAPTER II

RECOGNITION OF THE PARTS OF SPEECH

Nouns

A noun is a name. Nouns name:

Persons — *John, Washington, child, boy*
Animals — *horse, elephant, sheep*
Places — *Baltimore, Venice*
Things — *pencil, snow, iron*
Collections or groups of persons or things — *committee, class, set, fleet, army, flock, school*
Qualities, conditions, actions, and ideas — *kindness, wisdom, justice, depth, laughter, sickness, happiness, doubt*

Practice 1

Add two names to each group of nouns given.

Practice 2

In each sentence make a list of the nouns:

1. Miss Minetta rose and looked at him with fire in her eyes.

2. Henry Ford, American manufacturer, was born on a farm near Dearborn, Michigan, nine miles west of Detroit.

3. The next sound I heard was the scrabble of the animal's four paws as he landed on the graveled pathway.

4. By a slight turn of the wrist, Cavanagh would drop the ball within an inch of the line.

5. Literature, legend, and history are rich in pigeon lore; and in all the records of warfare, there is nothing more stirring than the accomplishments of our own little feathered warriors in the great World War.

6. Last March little Sarah was the bright and shining star of the national indoor tennis tournament for women and girls, held on the covered courts of the Longwood Club.

7. Every change of season, every change of weather, indeed, every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers.

Pronouns

A pronoun is a word used in place of a noun. Without pronouns our sentences would be clumsy and disagreeable to the ear.

WITHOUT PRONOUNS

1. Ralph and George said to *Ralph* and *George's* father, "Would *father* like to have *Ralph* and *George* wait for *father?*"

WITH PRONOUNS

2. Ralph and George said to *their* father, "Would *you* like to have *us* wait for *you?*"

The italicized pronouns in sentence 2 are used in place of the italicized nouns in sentence 1.

Examine these sentences:

1. *Both* of *those which* are finished are spoiled.
2. *Any one* can do *that.*
3. *One* or the *other* of *you* may find *somebody who* can show *you* how to make *it.*
4. *Either* of *these* is better than *none.*

The italicized words are not names; they are pronouns, words used in place of nouns.

PRACTICE 3

List the pronouns in the following sentences:

1. "Well," she said aloud, "I'd like mother to see you now."
2. This is one of the days when I eat lunch with him.
3. I would have gone home with him if he had asked me.
4. I had never before seen any of the places which we visited.
5. These are some of the medals which he has won.
6. Many of us wish you would explain what this means.
7. Certain it is that he was honored by all who knew him.

8. He took with him his gun, which he had cleaned, and his dog, who was eager for a hunt.

Verbs

A verb is a word that can make a statement. *Can* is an important word in the definition, because in questions and commands verbs do not make statements, and three forms of the verb to be studied later (the infinitive, the participle, and the gerund) do not make statements.

Notice the verbs in these sentences:

1. He *had told* us something about the Free City of Danzig.

The main verb *told* has a helper *had*.

2. First-aiders *may be called* into service at any time.

The main verb *called* has two helpers.

3. If his friends *had worked* harder for him, he *would have been elected*.

Worked has one helper; *elected* has three helpers.

The helping verb is an auxiliary. The main verb with its helper or helpers is a verb phrase.

Practice 4

Make a list of the verbs in exercises 2 and 3 of this chapter.

Adjectives and Adverbs

Adjectives		Adverbs
The		brilliantly
Six		joyously
Many		lazily
Slim	boys played	there
Athletic		yesterday
Tiny		seldom
Some		occasionally
Those		little

The noun *boys* includes all the boys in the world. The adjectives tell which boys are meant. The verb *played* tells only in a general way what the boys did. The adverbs tell *how*, *when*, *where*, and *how much* they played. Both adjectives and adverbs modify (change the meaning of) other words.

Adjectives

An adjective is a word that modifies a noun or a pronoun.

Girls refers to girls of any kind or size. *Brave little girls* lessens the group; cowardly and large girls are excluded. *Brave* and *little* are adjectives, because they modify (change the meaning of) the noun *girls*.

Practice 5

Show that each italicized adjective changes the meaning of a noun by describing, pointing out, telling how many, or otherwise limiting its application:

1. He bought *these two blue* suits and *that wide-brimmed panama* hat.

Practice 6

Find the adjectives and tell what each modifies:

1. Some good old stories give much pleasure to many intelligent youths.
2. When the dainty cloth was removed, the elderly butler brought in a huge silver vessel of rare and curious workmanship.
3. His queer notions, deep wisdom, and sly humor were enjoyed by the old mountaineers, both red and white.
4. For a hundred miles, long undulating plains stretched out like the level wheat lands of distant Russia.
5. Slow-flowing, muddy rivers ran through the broad plains; villages were few and far apart, travel difficult.
6. These pretty, bright red beetles attract much attention and may be found during the summer months on milkweed plants.

7. When the lightning flashes grew less vivid and less frequent, these watchers were startled by a new glare.

Practice 7

Find in a newspaper or a magazine twenty adjectives. Copy the sentences. Underscore all adjectives.

Mr. Micawber

Practice 8

In a sentence for each, describe an animal, a flower, a bird, a fruit, and a book. Use two good adjectives in each sentence. Underscore the adjectives.

In three or more sentences describe Mr. Micawber. Underscore good adjectives.

Practice 9

Supply three or more good adjectives to fill each blank. Don't use an adjective twice.

The —— boy (or girl) who lives in the —— house on the —— road has —— eyes, a —— nose, a —— face, —— hair, —— hands, a —— voice, and a —— walk, and wears a —— hat, a —— suit, and —— shoes.

Pronouns and Adjectives

Use determines the part of speech. Some words are used as both adjectives and pronouns.

1. *Either* answer is correct.

Either is an adjective, because it modifies *answer*.

2. *Either* is correct.

Either is used in place of a noun and is a pronoun.

Practice 10

Tell the part of speech of each italicized word and give the reason:

1. *Many* were invited.
2. *Many* girls were invited.
3. *Each* boy did his share of the work.
4. *Each* did his share of the work.
5. I prefer *this one*.
6. I prefer *this*.
7. Our team scored *one* run.

Adverbs

Study the italicized adverbs:

1. He *today* scrawled a note.

Today changes the verb *scrawled* by telling when.

2. He went *peacefully*.

Peacefully tells how he went.

3. *Where* did you find the crocus?

Where modifies the verb *did find.*

4. His work was *entirely* successful.

Entirely tells how successful his work was. *Entirely* modifies the adjective *successful.*

5. Some people acted *very strangely.*

Strangely tells how they acted; *very* tells how strangely the people acted. *Strangely* modifies the verb *acted; very* modifies the adverb *strangely.*

An adverb is a word that modifies a verb, an adjective, or an adverb. Occasionally an adverb modifies a preposition or a conjunction. Adverbs not only answer the questions, " When? " " Where? " " How? " and " How much? " but also help to ask questions:

Where are you going?
How far is it?
When will you arrive?

Practice 11

Find the adverbs and tell what each modifies:

1. The archers quickly stepped forward and shot their arrows bravely and accurately.
2. He returned almost instantly with a perfectly straight stick.
3. Over one thousand lepers have been completely cured there and sent back to their homes.
4. No longer do they stare vacantly into an empty future.
5. Never before had I driven so slowly.

Practice 12

Find twelve adverbs in a newspaper, a magazine, or a book. Copy the sentences. Underscore all adverbs.

Practice 13

Complete with adverbs:

1. They turned the corner —— —— that they —— ran into a car.

2. If after examining the book —— you decide to keep it, send us the —— low price named in the coupon.

3. You will —— be —— —— welcomed.

4. Hundreds —— followed and went —— to work to make homes in the new land.

5. The President spoke —— and was —— applauded by the vast audience.

PRACTICE 14

List separately the adjectives and adverbs in these sentences, and place after each the word it modifies:

1. Observers noted a brown and muscular forearm, an attractive figure, and two long braided pigtails fastened with white silk ribbon.

2. Almost daily an extremely quiet maiden quickly inspected the work of the young clerks.

3. After a brief silence an old man spoke slowly in a piping voice.

4. Poor Rip now hurried forth to his old resort, the village inn; but it too was gone.

5. A withered farmer in a rickety open wagon was slowly approaching the railroad track.

Prepositions

What are the italicized words?

The rabbit ran *up the hill.*

Because *up the hill* tells where the rabbit ran, it is an adverb modifier. *Hill* is a noun; *up*, a joining word. A modifier made up of a noun or pronoun and a joining word is a prepositional phrase. The joining word is the preposition; and the noun or pronoun, the object of the preposition.

Of what use are the italicized prepositions?

1. The rabbit ran *up* the hill.
2. The rabbit ran *down* the hill.
3. The rabbit ran *across* the hill.
4. The rabbit ran *along* the hill.

The words, " The rabbit ran the hill," do not make sense, because no relation is shown between the noun *hill* and the verb *ran*. The joining word *up* shows the

relation of *hill* to *ran*. The prepositions *down*, *across*, and *along* express different relationships. What does each phrase modify? What are the parts of the phrase?

The house *on the hill* has stood *for fifty years*.

Because *on the hill* tells which house, the prepositional phrase is a modifier of the noun *house*. The preposition *on* joins its object *hill* to *house*.

For fifty years is an adverb prepositional phrase modifying *has stood*. The preposition *for* joins its object *years* to *has stood*. The adjective *fifty* modifies *years*.

Practice 15

Model for Written Work

1. Action by the Senate is expected in a few days.
2. The son of the late mikado of Japan left for Washington on the eleven o'clock train.

Prepositional Phrase	Modifies	Preposition	Object of Preposition
by the Senate	*action*	*by*	*Senate*
in a few days	*is expected*	*in*	*days*
of the late mikado	*son*	*of*	*mikado*
of Japan	*mikado*	*of*	*Japan*
for Washington	*left*	*for*	*Washington*
on the eleven o'clock train	*left*	*on*	*train*

In the form shown, select the prepositional phrases, tell what each modifies, what the preposition is, and what the object of the preposition is:

1. In the garden that ran down to the river, they had a summer-house.
2. From the man in the street to the largest corporation director, every American citizen is hoping for tax reduction.
3. The general theory of production in the Ford plants is that the work must go to the man.
4. Outside the ring of light from our fire the woods are black.
5. By and by we get positions in the shanty for the night and arrange the row of sleepers.

6. Despite the heat August in Rome is usually the month of the biggest tourist business from the point of view of numbers, and this year is no exception to the rule.
7. After the accident two passengers plodded up the hill by the side of the driver.

Prepositions and Adverbs

What is *down* in sentence 1? In sentence 2?

1. The boy fell *down*.
2. The boy fell *down* the stairs.

A preposition always has an object. In sentence 1 *down* has no object; it is an adverb modifying the verb *fell*. In sentence 2 the preposition *down* joins its object *stairs* to the verb *fell*.

PRACTICE 16

Tell the part of speech of each italicized word and give a reason.

1. Keep *off*.
2. Keep *off* the grass.
3. He was *in* the house.
4. Walk right *in*.
5. Get *up*.
6. Climb *up* the ladder.
7. He is looking *around*.
8. He is walking *around* the house.

PRACTICE 17

Using the picture to suggest ideas, write eight sentences with one or more prepositional phrases in each. Draw one line under prepositions and two lines under the objects of prepositions.

Conjunctions

What do the italicized words do in the sentences?

1. He planted lilies *and* peonies.

And connects the nouns *lilies* and *peonies*.

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MOUNT ASSINIBOINE

2. He planted *and* cultivated peonies.

And connects the verbs *planted* and *cultivated.*

3. He planted roses *but* did not cultivate them.

But connects the predicates *planted roses* and *did not cultivate them.*

4. *Because* he did not fertilize the roses, there were no large flowers.

Because connects *he did not fertilize the roses* with *there were no large flowers.*

In these sentences *and*, *but*, and *because* are conjunctions. A conjunction connects words or groups of words. Conjunctions, unlike prepositions, do not have objects.

Conjunctions in common use are *and*, *but*, *or*, *nor*, *for*, *where*, *when*, *while*, *until*, *till*, *that*, *whether*, *as*, *if*, *as if*, *because*, *since*, *although*, *though*, *as though*, *lest*, *unless*, and *than*.

Conjunctions used in pairs are called correlatives: *both* Kitty *and* her mother; *either* fruit *or* vegetables; *neither* aged *nor* feeble; *not only* ignorant *but also* lazy.

Practice 18

Point out the conjunctions:

1. When the game ended, both the losing team and the crowd cheered the winners.
2. As I was only ten years old, it is needless to say that at that time I was no sportsman.
3. The owls are awake, but the guides make more noise than the owls.
4. They didn't deny that it was a bear, although they said it was small for a bear.
5. Carl Sandburg says that Lincoln was fast, strong, and keen when he went against other boys in sports.
6. Although both Helen and Sarah played at times more brilliantly than their opponents, they were defeated.

Interjections

What are the italicized words?

1. *Oh,* how sorry I am!
2. *Hurrah!* we have a holiday.

The interjections *oh* and *hurrah* are not connected grammatically with the rest of the sentence. They are words " thrown in " to express strong or sudden feeling.

The Same Word as Different Parts of Speech

To find the part of speech of a word, always ask yourself the question, " What does the word do in the sentence? "

1. *All* were present.

All is a pronoun, because it is used in place of a noun.

2. *All* the boys were present.

All modifies the noun *boys* and is an adjective.

3. Her cheeks are *all* pale.

All is an adverb modifying the adjective *pale.*

1. *That* book is mine.

That is an adjective modifying the noun *book.*

2. *That* is my book.

That is a pronoun used in place of a noun.

3. Jack says *that* he has read forty books.

That is a conjunction introducing *he has read forty books* and connecting this group of words with *says.*

4. I shall not go *that* far.

That is an adverb modifying *far.*

Practice 19

Using the example just given as a model, show that in each sentence the italicized word is the part of speech indicated:

(Preposition) *After* dinner I read Scott.
(Adverb) Jill came tumbling *after*.
(Adjective) In *after* years I shall read Milton.
(Conjunction) *After* vacation is ended, I shall study Shakespeare.
(Pronoun) *Both* are good books.
(Adjective) *Both* books are worth reading.
(Conjunction) *Both* Stevenson and Hawthorne wrote entertaining stories.
(Verb) I *like* his brother.
(Noun) I never saw his *like*.
(Preposition) He looks *like* his father.
(Adverb) I read *only* five books last term.
(Adjective) My *only* hope proved vain.
(Noun) He had *enough* to eat.
(Adjective) He had food *enough* to eat.
(Adverb) He was hungry *enough* to have a wonderful appetite.
(Pronoun) *What* are you reading?
(Adjective) *What* magazine are you reading?
(Adverb) *What* an entertaining story you have written!
(Interjection) *What!* dinner not ready yet!

Practice 20

Name the part of speech of each italicized word and show that the word is what you call it:

1. I had never seen him *before*.
2. *Before* dinner I read about Hamlin Garland's boyhood.
3. Fruit should not be picked *before* it is ripe.
4. Give it to *either* of the boys.
5. The book belongs to *either* Ralph or Harry.
6. You may return it to *either* boy.
7. We listened to the Capitol orchestra for a *while*.
8. How shall we *while* away the time?
9. We visited Washington's home at Mount Vernon *while* we were in Washington.

10. By studying and working one can *better* his position.
11. Wilbur plays a *better* game of golf than his brother.
12. Which of the two applicants is *better* qualified for the position?
13. *Right* is more powerful than armies.
14. Did he *right* the wrong?
15. That is the *right* answer.
16. He spoke *right* out.

Practice 21

Using each word as the different parts of speech named after it, write sentences. Use the preceding examples as models.

1. *wish* — noun, verb.
2. *drop* — noun, verb.
3. *stone* — noun, verb, adjective.
4. *drink* — noun, verb.
5. *well* — noun, adjective, adverb.
6. *paper* — noun, adjective, verb.
7. *fast* — adjective, adverb, verb.
8. *slow* — adjective, adverb, verb.
9. *behind* — adverb, preposition.
10. *on* — adverb, preposition.
11. *near* — adverb, preposition, adjective, verb.
12. *since* — preposition, conjunction, adverb.

Practice 22

Copy the following sentences, omitting a line after each line you write. Then using these abbreviations

n. — noun	*v.* — verb
pro. — pronoun	*prep.* — preposition
adj. — adjective	*conj.* — conjunction
adv. — adverb	*int.* — interjection

tell what part of speech each word is. Write the abbreviation above the word.

Model

adj. n. v. v. adv. prep. adj. adj. n. prep. pro.
The ship was speeding swiftly toward the rough ice below us.

1. How do these birds find their way over immense spaces of land and sea?

2. Blue skies and a bright sun drove large crowds to many of the resorts today.

3. But the afternoon's real excitement came in the fifth inning, when Babe Ruth drove two runs in with a smashing single that came at a moment when the bases were full of Yanks.

4. The story of this great overhead, skyline trail along which, through calm or storm, in darkness or in light, airmen relay the public mails across the continent is a real romance.

5. From the dock, past crowds which cried "Hip! Hip! Hooray!" the party ascended a steep hill to the magnificent hotel.

6. When Harry Lauder was eleven years old, he combed flax twelve hours a day for fifty cents a week.

7. Often in the winter when I cannot row, I buy a couple of cords of good hard wood and get my daily exercise over the sawbuck. (Divide *cannot* into its two parts.)

8. Elephants have a language, or a series of calls, by which they can communicate ideas.

9. Kipling's father was director of the Lahore Museum, where the boy learned many strange and curious things.

10. That a person could spend nearly eighty years on the water and experience only one wreck seems impossible, but that is Captain Rockwell's record.

Summary

1. A **noun** is a name.

2. A **pronoun** is a word used in place of a noun.

3. A **verb** is a word that can make a statement.

A **verb phrase** is a main verb with its helper or helpers.

4. An **adjective** is a word that modifies a noun or a pronoun.

5. An **adverb** is a word that modifies a verb, an adjective, or an adverb.

Adverbs commonly answer the questions, "When?" "Where?" "How?" and "How much?"

6. A **preposition** is a word that shows the relation of the noun or pronoun following it to some other word.

The noun or pronoun following a preposition is its object.

A **prepositional phrase** consists of a preposition, its object, and sometimes modifiers.

7. A **conjunction** connects words or groups of words.

8. An **interjection** is a word that expresses strong or sudden feeling.

9. A **modifier** changes the meaning of the word modified.

10. To find the part of speech of a word always ask yourself the question, " What does this word do in the sentence? "

CHAPTER III

PARTS OF THE SIMPLE SENTENCE

Predicate Adjective

What does each italicized word do in the sentence?

1. The grounds were *beautiful.*

Grounds were is incomplete. The adjective *beautiful* completes the meaning of the verb *were* and describes the subject *grounds.*

2. The surface of Alaska is mostly *mountainous.*

Mountainous completes *is* and describes *surface.*

3. American commerce was made *safe* in that part of the world.

Safe completes *was made* and modifies *commerce.*

4. Newspapers are now *plentiful* and *cheap.*

Plentiful and *cheap* complete *are* and describe *newspapers.*

An adjective which completes the predicate and modifies the subject is called a predicate adjective.

Commonly used verbs that take predicate adjectives are *be* (*am, is, are, was, were, has been, had been*), *become, grow, seem, appear, taste, smell, sound, look, feel.*

Practice 1

Find the predicate adjectives in these sentences. Tell what each predicate adjective does in the sentence.

1. Ben looked busy now.
2. I was proud of that.
3. Isn't he interesting?

4. Giraffes are shyest of all animals.

5. The lake was bleak and gray, covered with chilly-looking whitecaps.

6. A first-class mind is never cocksure.

7. The great majority of our higher schools are open to women.

8. About four hundred miles of beautiful hard-surfaced roads are available.

9. Mr. Sanborn was made very comfortable at Old Man Hooper's place.

10. At seven o'clock every boy in camp was ready for breakfast.

Predicate Nominative

What does each italicized word do in the sentence?

1. Washington was our first *president.*

President completes *was* and describes *Washington.*

2. It is *he.*

He completes *is* and explains *it.*

3. Mount McKinley is the highest *peak* in North America.

Peak completes *is* and explains *Mount McKinley.*

4. Jensen became *captain* of the football team and *pitcher* of the baseball team.

Captain and *pitcher* complete *became* and describe *Jensen.*

President, peak, captain, pitcher, and *he* are four nouns and a pronoun used to complete the predicate and describe or explain the subject. Each means the same as the subject and tells what the subject is, was, or became. A noun or pronoun that completes the predicate and explains or describes the subject is called a predicate nominative.

Practice 2

Find the predicate nominatives in these sentences, and tell what each predicate nominative does in the sentence:

1. Camp cooking is a man's job, anyway.
2. All great inventions were pipe dreams at first.
3. Tennis and swimming are favorite pastimes.
4. The five Great Lakes are the largest inland fresh-water bodies in the world.
5. Her favorite hobbies are gardening, swimming, mountain climbing, and drawing.
6. *The Big Parade* was acclaimed an outstanding picture of its season.
7. The average number of brooms made per year during the last five years is fifty million.
8. The traits of character developed by rugby football are obedience, enthusiasm, courage, and honesty.
9. Who is the president of Mexico?
10. All of the swans in England are the property of the king.
11. The most important crop of the states on the Pacific Coast is fruit.
12. Washington and Richmond became two main points of attack and defense during the war.
13. *Porto Bello Gold* is the title of an entertaining story.
14. Canning is an important industry in Alaska.

PRACTICE 3

Making use of a predicate adjective or a predicate nominative in each sentence, write six sentences about games that you have played or seen played. Underscore the predicate adjectives and the predicate nominatives.

Object of a Verb

What does each italicized word do in the sentence?

1. Mr. Hibble shot a *deer*.

Deer answers the question, "Shot what?"

2. I believe *you*.

You answers the question, "Believe whom?"

3. To the South the victory of Bull Run brought *joy*.

Joy answers the question, "Brought what?"

4. One hundred years ago the college student studied mainly *mathematics* and *languages*.

Mathematics and *languages* answer the question "Studied what?"

The nouns *deer*, *joy*, *mathematics*, and *languages* and the pronoun *you* complete the verbs by telling what or whom, or, in other words, by naming the receivers or products of the action. They are the objects of the verbs.

What is the difference between the predicate nominative in sentence 1 and the object in 2?

1. Mr. Hibble is a *farmer*.

Mr. Hibble and *farmer* are the same person. The subject and predicate nominative always name the same person or thing.

2. Mr. Hibble shot a *deer*.

Deer is different from *Mr. Hibble*. The object of a verb never refers to the same person or thing as the subject (except reflexives, "He hurt *himself*").

Practice 4

Find the objects of the verbs in these sentences:

1. In 1801 Jefferson sent a fleet to the Mediterranean.
2. Every day in our school we salute the flag.
3. A man should love the tools of his craft.
4. They usually water their plants before breakfast.
5. How many of you have read *Typee* by Herman Melville?
6. No human being has ever visited the deepest part of the ocean.
7. Fine roads add pleasure to fine scenery.
8. The finals of the city tournament tomorrow will bring together two of the best young golfers in central New York.
9. Every magazine or newspaper of any consequence has its distinct field.
10. Jerome K. Jerome's *Three Men in a Boat* brought instant fame.

11. A book of travel does not lose anything by being full of excellent fun.
12. He frowned, scratched his head, then gave up with a laugh.

PRACTICE 5

Making use of the object of a verb in each sentence, write six simple sentences suggested by the picture of a tennis match.

Indirect Object

What does each italicized word do in the sentence?

1. My father gave *me* a boat.

Me answers the question, " Gave to whom? "

2. That experience taught my *brother* a lesson.

Brother answers the question, " Taught to whom? "

3. European countries had paid *them* tribute.

Them answers the question, " Had paid to whom? "

Boat, *lesson*, and *tribute* are the objects of the verbs, for they answer the questions, " Gave what? " " Taught what? " and " Had paid what? " and do not name the same person or thing as the subject. *Me*, *brother*, and *them* stand between the verb and the object and name the persons to whom something is done. The indirect object of a verb tells to or for whom something is done.

What is an easy way to find the indirect object?

1. The teacher told *us* a story.
2. The teacher told (to) *us* a story.

As a rule, placing *to* before the indirect object does not change the sense.

1. Father bought *me* a hat.
2 Father bought (for) *me* a hat.

After a few verbs, placing *for* before the indirect object does not change the sense.

Practice 6

Find the objects of the verbs and the indirect objects:

1. I taught my dog a new trick.
2. A man's hat in his hand never did him any harm.
3. He told me an interesting story.
4. He gave me the wrong information.
5. Rodney paid his brother five hundred dollars for the car.
6. Father gave Robert and me a sheep and a lamb.

Practice 7

Find the predicate adjectives, predicate nominatives, objects of verbs, and indirect objects:

1. In its lowest reaches the River of Doubt is a wide, peaceful stream.
2. The milk from the tree was white and had a pleasant taste.
3. At last we saw a deserted shack standing on the west bank of the river.
4. Hyde Park is lively on a clear Sunday afternoon.
5. Walt Whitman taught the school during the winter of 1837–1838.
6. These honors are the reward of clean living and sincere devotion to the Scout law.
7. I had a most wonderful and enjoyable trip through Yellowstone National Park.
8. Arnold taught me spelling and punctuation.
9. The careless camper is responsible for many forest fires.
10. The home itself was one of culture.

Appositive

What does each italicized word do in the sentence?

1. Have you seen my brother *George?*

George explains *brother*. The two nouns name the same person.

2. In 1807 Fulton's steamboat, the *Clermont*, made its first trip from New York to Albany.

Clermont explains *steamboat.* The two nouns are names of the same thing.

3. We spent a day in Sacramento, the *capital* of California.

Capital explains *Sacramento.* The two nouns are names of the same thing.

A noun added to another noun to explain it and naming the same person or thing is an appositive. *George* is in apposition with *brother; Clermont,* with *steamboat;* and *capital,* with *Sacramento.*

Practice 8

Find the appositives, and tell what word each is in apposition with:

1. Danny, the boy detective, had a hard job.
2. Tribute to Robert Burns, the Scotch poet, was paid yesterday afternoon on the anniversary of his death.
3. I have rowed on many streams, little rivers and great ones.
4. Spruce, a tall, straight tree comparatively free from knots, is ideal airplane wood.
5. Hugh Gibson, the young ambassador, displayed great skill at the Geneva Conference.
6. The trees were planted by John Rehmer, a landscape architect of Newark.
7. Keokuk Dam, the largest river water-power project in America, is an engineering masterpiece.
8. *Heidi,* that delightful description of child life in the Swiss Alps, is one of the most popular books for children ever written.
9. This expanse of green, a breathing space amid the masses of great buildings, would alter the appearance of lower Manhattan.
10. In Italy we visited two of the most delightful cities in the world, Venice and Florence.
11. Booth Tarkington, the author of *Seventeen,* understands boys and girls.

Practice 9

Making use of an appositive in each sentence, write on topics of your own choice eight sentences. Underscore the appositives.

Nominative of Address

How are the italicized words used?

1. *John*, come here.
2. *Jane*, have you written to your grandmother?

John and *Jane*, the names of the persons spoken to, are nominatives of address. The subject of *have written* is *you;* of *come*, *you* understood. A nominative of address is never the subject of the sentence.

Practice 10

Find the nominatives of address and the subjects of the sentences:

1. Open the door, mother.
2. Hush, foolish child!
3. Ralph, that is my cap.
4. Light the fire, Paul.
5. Where have you been this afternoon, Helen?

Practice 11

Find the simple subjects, verbs, predicate adjectives, predicate nominatives, objects of verbs, objects of prepositions, indirect objects, appositives, and nominatives of address:

1. His son, a fine, tall young man, was repairing the largest and oldest barn.
2. In winter the bright landscapes have the charm of rare old colored prints.
3. Floyd, bring me the morning paper.
4. Scott's dress was simple and almost rustic.
5. We saw the *Leviathan*, the largest American steamship.
6. Edward, you have won the first prize.
7. The red fox's new home on the ridge was a deep, well-drained pocket of dry earth.
8. Young man, scorn the very thought of disloyalty to your employer.
9. The war taught men loyalty to a leader.

10. Some of the ponies off the Virginia coast have never seen the face of man and are very wild.

11. The little North Carolina ponies are usually dark brown and have long, shaggy coats in the winter.

12. These ponies are easily tamed, learn tricks quite readily, and are playful and mischievous.

13. The old gentleman is wide-awake, kind, and good.

14. The setting of *Lion Skin* is London and its suburbs.

15. One after another they settled themselves on their sleds and then flew down the long ice-covered hill.

Summary

1. A **predicate adjective** completes the predicate and modifies the subject.

2. A **predicate nominative** is a noun or pronoun that completes the predicate and explains or describes the subject.

3. An **object of a verb** is a noun or pronoun that completes the predicate and names the receiver or product of the action. To find the direct object in the sentence, " Tell me a story," ask yourself the question, " Tell what? "

4. An **indirect object** is a noun or pronoun that tells to or for whom something is done. To find the indirect object in the sentence, " Tell me a story," ask the question, " Tell to whom? "

5. An **appositive** is added to a noun or pronoun to explain it and denotes the same person or thing.

6. The **nominative of address** is the name of the person spoken to.

CHAPTER IV

ANALYSIS AND DIAGRAMING OF SIMPLE SENTENCES

Analysis is separating a sentence into its parts and showing the relationship of the parts to one another.

Because to diagram a sentence takes much less time than to analyze it, diagraming is called shorthand analysis. A diagram, like a picture, a graph, a map, or the plans of a house, saves words and time and makes clear. One looking at the diagram can see at a glance what the parts of the sentence are and how they are related.

Subject and Predicate

Notice how the subject and verb are diagramed.

1. Birds fly.
2. Frogs croak.

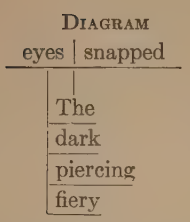
Adjective

1. The dark, piercing, fiery eyes snapped.

Analysis

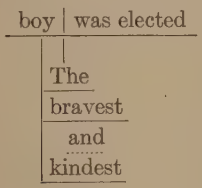
This is a simple sentence. The complete subject is *the dark, piercing, fiery eyes;* the predicate is the verb *snapped.* The noun *eyes* is the simple subject. *Eyes* is modified by the adjectives *the, dark, piercing,* and *fiery.*

DIAGRAM



The modifiers are placed under the word they modify and are connected with it.

2. The bravest and kindest boy was elected.



Notice that a conjunction connecting two words is placed on a dotted line between them.

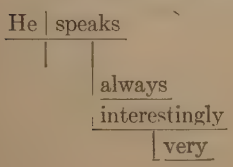
PRACTICE 1

Diagram or analyze these sentences:

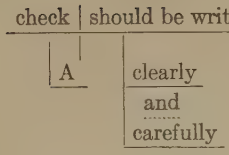
1. A handsome, slim, straight young man appeared.
2. An intelligent, playful pup was found.
3. The big orange pillow was torn.
4. The tiny, sparkling wrist watch was lost.
5. The famous old chinaware was broken.
6. The wisest and wittiest girl was selected.
7. The beautiful old table was sold.
8. Dark, threatening clouds appeared.

Adverb

1. He always speaks very interestingly.
2. A check should be written clearly and carefully.



In sentence 1 the adverbs *always* and *interestingly* modify the verb *speaks*, and the adverb *very* modifies the adverb *interestingly*. Notice how the modifier of an adjective or of an adverb is attached to it.



In sentence 2 the adverbs *clearly* and *carefully* modify the verb *should be written* and are connected by the conjunction *and*.

Practice 2

Diagram or analyze these sentences:

1. The noon meal is generally eaten quickly.
2. The very delightful program was heartily applauded.
3. How well he talks!
4. An extremely long new golf course is now well started.
5. This very difficult work is always done carefully and thoroughly.
6. This new biography is entertainingly written.
7. How long has the exceedingly hot weather lasted?
8. Was the long letter accurately and neatly copied?

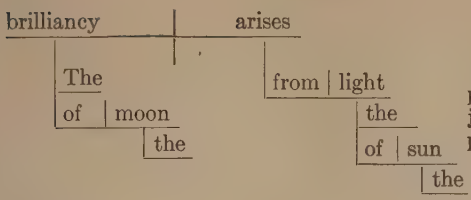
Prepositional Phrase

1. The brilliancy of the moon arises from the light of the sun.

Analysis

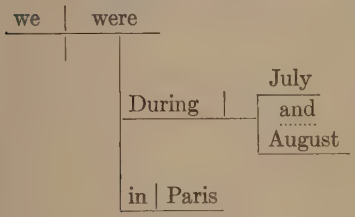
This is a simple sentence. The complete subject is *the brilliancy of the moon;* the complete predicate is *arises from the light of the sun.* The noun *brilliancy* is the simple subject. *Brilliancy* is modified by the adjective *the* and the adjective phrase *of the moon*, in which *of* is the preposition; *moon*, the object; and *the*, an adjective modifying *moon*. The verb *arises* is the simple predicate. *Arises* is modified by the adverb phrase *from the light.* This phrase consists of the preposition *from;* its object, the noun *light;* and the adjective *the*, modifying *light*. *Light* is modified also by the adjective phrase *of the sun*, in which *of* is the preposition; *sun*, the object; and *the*, an adjective modifying *sun*.

DIAGRAM



A vertical line is placed before the object of a verb or of a preposition.

2. During July and August we were in Paris.



Notice the arrangement of *July* and *August*, the compound object of the preposition *during*.

PRACTICE 3

Diagram or analyze these sentences:

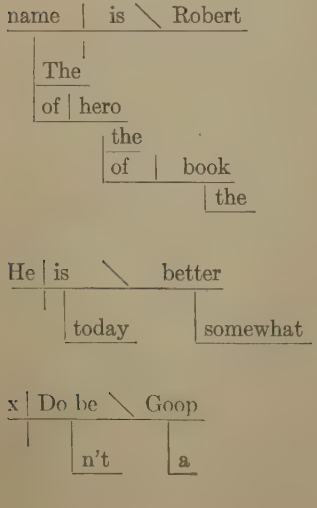
1. Soup should always be eaten from the side of the spoon.
2. In Philadelphia, Mark Twain worked on the *Ledger*.
3. In a remote part of Princeton stands a little sealing-wax factory.
4. Upon a shallow bar in the middle of the river a man is walking about.
5. The early years of my life were spent with my uncles in the Newfoundland sealing fleet.
6. This school was founded within twenty years of the Revolutionary War.
7. One of the largest paper mills in the eastern part of the country is situated in the town of Milford.
8. With a group of three airplanes he flew to Point Barrow.
9. Down from the mountains swept the icy blasts.
10. What can compare with the power of these stories!
11. The amount of a check should be written in figures and words.
12. This room is furnished with a table, a chair, and a typewriter.

13. I don't care for that kind of books.
14. The harbors of the nation are under the care of the War Department.
15. From soup to nuts the dinner moves with the smooth precision of a machine.
16. Across the street stood a tall, gray building.

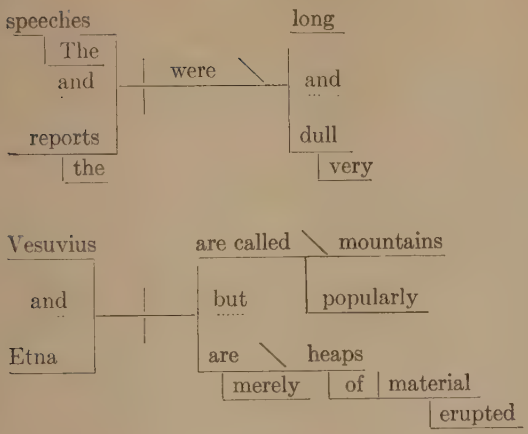
Predicate Nominative and Predicate Adjective

As a backbone, to which modifiers are attached, every sentence has a subject word and a verb. A sentence may have also as part of this backbone a predicate adjective, a predicate nominative, or the object of a verb.

1. The name of the hero of the book is Robert.
2. He is somewhat better today.
3. Don't be a Goop.
4. The speeches and the reports were long and very dull.
5. Vesuvius and Etna are popularly called mountains but are merely heaps of erupted material.



The predicate adjectives *better*, *long*, and *dull* and the predicate nominatives *Robert*, *Goop*, *mountains*, and *heaps* complete the predicates and describe or explain the subjects. Hence the dividing lines separating these adjectives and nouns from the verbs slant toward the subjects. The *x* in sentence 3 shows that the subject (*you*) is understood. Sentence 4 has a compound subject and a compound predicate adjective. Sentence 5 has a compound subject and a compound predicate. Notice the arrangement of the compound parts.



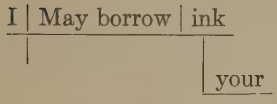
Practice 4

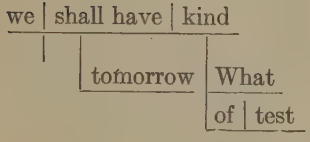
Diagram or analyze these sentences:

1. Banks are an absolute necessity to business men.
2. The merchant is a real producer.
3. The central mass of the Rocky Mountains is granite.
4. The Appalachian Mountains are large and complex folds in the surface of the earth.
5. What is the capital of New Mexico?
6. Be prompt at your meals.
7. After the death of his father life became a more serious affair.
8. Their football team was considered the best in England but was beaten twice during the season.
9. Our nearest and smallest neighbor is the moon.
10. The moon is one of the smallest objects in the heavens.
11. Was ever a hero so simple and unaffected?
12. I am rather tired today and shall go to bed early.
13. Scout camps must be clean and comfortable.
14. The mosquito in camp is a fearful menace to health and comfort.
15. How long is the haul to your best market?
16. The most serviceable of all assets is reputation.

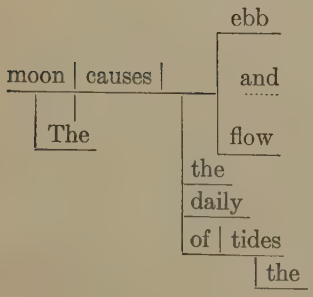
Object of Verb

1. May I borrow your ink?
2. What kind of test shall we have tomorrow?
3. The moon causes the daily ebb and flow of the tides.





In sentence 3 *the*, *daily*, and *of the tides* modify both *ebb* and *flow*, not *flow* alone. Notice where these modifiers are attached to the backbone of the sentence.



Practice 5

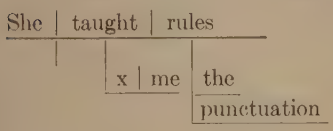
Diagram or analyze these sentences:

1. Jim saw the flag.
2. Will you take this note to the office?
3. I never did like that kind of apples.
4. The climate affected their health and spirits.
5. Which of your friends have read Hawthorne's stories?
6. What pleases you most in his manners?
7. Never chew gum in public places.
8. The boys gave Tom Sawyer marbles, pieces of glass, a one-eyed kitten, two tadpoles, and other things dear to boys.

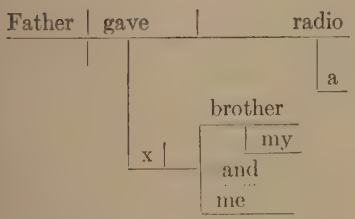
9. Rudyard liked the school and took part in all the outdoor games.
10. He had laid the book down.
11. He scored one of the Yanks' runs and drove in three others.
12. I bought all the newspapers and read the accounts of the game.
13. Through a series of small grassy glades we cautiously picked our way.
14. Must everybody write his misspelled words for tomorrow?
15. The farmer produces the most of our food and clothing materials.

Indirect Object

1. She taught me the punctuation rules.
2. Father gave my brother and me a radio.



The indirect object is diagramed as if it were a prepositional phrase with the preposition understood. In sentence 2 there is a compound indirect object.



Practice 6

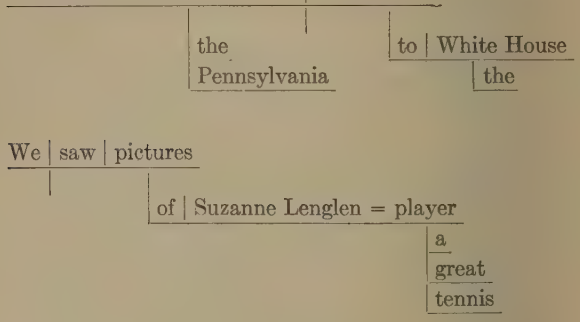
Diagram or analyze these sentences:

1. A little boy gave his father a kiddie kar.
2. Will you lend me your fountain pen?
3. Harry told the class an entertaining story.
4. Lions and elephants gave us interesting views of themselves.
5. Will you pay me the amount?
6. Father gave John and George a bulldog.

Appositive

1. To the White House came D. A. Reed, the Pennsylvania senator.

2. We saw pictures of Suzanne Lenglen, a great tennis player.



Practice 7

Analyze or diagram these sentences:

1. You yourself should rise to the occasion.

2. One month, July, is extremely hot.

3. Edith Jensen, a seventeen-year-old swimmer, yesterday swam across the Baltic Sea.

4. Another duck, a lone canvasback, flew by on his way to some rice bed upstream.

5. You will like the autobiography, *The Making of an American*.

6. Ernest L. Smith, civilian aviator, and Emery B. Bronte, his navigator, flew from St. Louis to Oakland.

7. The winner of the essay contest was James Williams, a pupil of Roosevelt Junior High School.

8. Commander Byrd spent the night at the home of his friend Harold Howard.

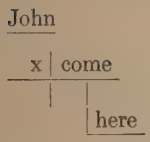
9. *Stickeen*, an entertaining dog story, was written by John Muir.

10. From the top of Whiteface we saw Montreal, a tiny speck on the landscape.

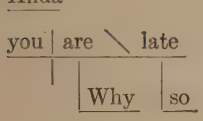
11. The primitive Australians used the boomerang, an ingenious weapon.

Direct Address

1. John, come here.
2. Why are you so late, Hilda?



The word in direct address is placed on a line above the rest of the sentence. The placing shows that the word in direct address is an independent element, and has no grammatical connection with the rest of the sentence.



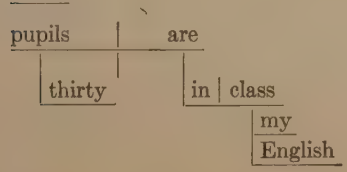
Practice 8

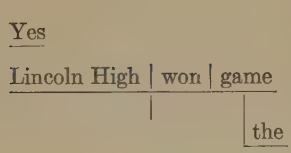
Analyze or diagram these sentences:

1. Boys, how soon will you be ready for the game?
2. Jack, why did the United States declare war on Spain?
3. What is the capital of New York, Mildred?
4. May we go to the football game, mother?
5. Who gave you the roses, Emma?

Other Independent Elements

1. There are thirty pupils in my English class. (*There* is an expletive or introductory adverb. It does not modify any word.)
2. Yes, Lincoln High won the game.





Practice 9

Diagram or analyze these sentences:

1. Hardly one novel in a hundred can hold a candle to *Silas Marner*.
2. In 1801 Jefferson sent a fleet to the Mediterranean and made war upon the pirates.
3. The Australian sheepshearer is one of our most striking characters.
4. King Edward was very fond of beans and bacon.
5. Down the frozen *grand allée* at Quebec a team of seven excited dogs romped.
6. Almost every motor camper keeps an expense account.
7. In the distance lay the Hawaiian Islands, a mere dot on the broad Pacific.
8. Father, are Americans the greatest travelers in the world?
9. The height of the walls of the Grand Canyon of the Arkansas is over twenty-five hundred feet.
10. He climbed into a French fighting plane, a 300-horsepower Nieuport; did the loop-the-loops, headspins, sidedrifts, grapevines, fluttering-leaves over Paris.
11. The Great Falls wilderness is a bit of unspoiled nature.
12. There is not a single skyscraper in the city of London.
13. Oshkosh is one of the finest cities of its size in our broad land.
14. A courageous, confident animal is not dangerous.
15. Cardinal virtues for him were brevity and silence.
16. He read me a chapter of one of his favorite novels, *Ivanhoe*.
17. I went home for supper but could not eat much.
18. A tap with the old brass knocker brought to the door a woman of pleasing appearance.

CHAPTER V

PUNCTUATION OF SIMPLE SENTENCES

To learn to punctuate sentences correctly one must not only study the simple rules of punctuation but also practice applying them. To apply the rules one often needs to know how to separate a sentence into its parts.

Ends of Sentences

A declarative sentence states a fact.

1. Willis is the captain of the track team.
2. It was the last half of the ninth inning.

An interrogative sentence asks a question.

1. Where are you going?
2. Who is the president of the society?

An imperative sentence expresses a command or a request.

1. Open the window.
2. Call up Prospect 6345.

An exclamatory sentence expresses strong or sudden feeling.

1. Oh, what a worthy woman sent me here!
2. You were certainly a shining light tonight, Peg!

Notice the periods after the declarative and imperative sentences, the interrogation points after the questions, and the exclamation points after the exclamatory sentences.

Practice 1

Tell what kind of sentence each of the following is, and place the correct punctuation mark at the end of it:

1. The price is three dollars a volume
2. What is his name
3. Oh, how happy we are to see you
4. Haven't you placed several orders with us already
5. Come here at once
6. His face and hands were black with smoke
7. What a glorious day this is
8. Where did you ever find out all those interesting things
9. May I borrow your bicycle
10. Who first flew from New York to Paris

PRACTICE 2

Name twelve objects in a room, and write a sentence about each. State facts about three of the objects, ask questions about three, tell persons to do something to three, and write exclamatory sentences about three. Watch your punctuation.

The Period after Abbreviations

The period is used after abbreviations; as, *A.M.*, *Mass.*

Do not use a period after *per cent* or a Roman numeral in a sentence.

The passing mark was raised to eighty per cent by Dr. Thomas and Mr. Johnson.

George III hired Hessians to fight against the Americans.

PRACTICE 3

Place periods after abbreviations and at the end of declarative and imperative sentences:

1. Mr S M Johnson of Washington, D C , visited us
2. At 10:30 A M and at 4:15 P M we met Dr Clark and Messrs James and Williams at the Y M C A
3. Mrs Collins is spending the week with Miss Ryder
4. W H Holmes sent the goods C O D to D C Heath & Co
5. Other abbreviations used in good writing are i e (that is), e g (for example), viz (namely), B C (before Christ), and A D (in the year of our Lord).

Comma

Direct Address

Notice the punctuation of these sentences. What is the use in each sentence of the italicized word?

1. *Father*, what is static?
2. Try that, you wide-awake *scout*.
3. 'Tis not too late, my *friends*, to seek a newer world.

The underscored words name the persons addressed and are set off by commas. How many commas are required to set off the expression in sentence 1? In sentence 2? In sentence 3? To *set off* an expression from the rest of the sentence requires two commas unless the expression is at the beginning or the end of the sentence. A good slogan in applying comma rules containing the words *set off* is: " Two or none."

PRACTICE 4

Punctuate the following sentences:

1. What is your answer John
2. Are you in the habit Margaret of putting question marks after interrogative sentences
3. Find the subject of this sentence Marion
4. Can you punctuate this sentence correctly Ernest
5. Charles please take this report to the office
6. Here Sidney is your baseball

Appositives

Study the punctuation of the following sentences. What is the use in the sentence of each italicized word?

1. Mrs. Rosa Lewis, the *queen* of cooks, has tickled the palate of kings.
2. The ounce, or snow *leopard*, is rare and beautiful.
3. Mary, the *youngest* of our three elephants, had no teeth.
4. James Fenimore Cooper made vivid the scenes of the French and Indian War in his thrilling tales, *The Pathfinder* and *The Last of the Mohicans*.

5. John Campbell, *A.M.*, *Ph.D.*, is the author.
6. James Kroeger, *Jr.*, was elected treasurer.
7. Mrs. Wilbur cooked the meals *herself*.
8. The poet *Wordsworth* lived in England.
9. The election took place in the year *1928*.
10. My uncle *Will* and my cousin *Jack* discussed the apostle *Paul* and the orator *Burke*.

As a rule an appositive is set off by commas. Appositives preceded by *or* (sentence 2), and titles and degrees after a name (sentences 5 and 6) are set off. The comma is not used, however, to set off brief, commonly used, and very closely connected appositives (sentences 7, 8, 9, 10).

Practice 5

Pick out the appositives in the following sentences, and tell how each is used. Punctuate the sentences correctly.

1. We really derive the word *census* from the Romans
2. Booth Tarkington American novelist is to bring out a new book this fall
3. His life-long pal Bill Hastings had the remnants of a motorcycle
4. The American bison or buffalo is the largest of all North American hoofed animals
5. Rosie Sunshine an armless girl has won in a real school a gold medal for her penmanship
6. Big Bill Tilden ranking United States tennis player won from Francis Hunter of New York in a hard-fought five-set match today
7. Sister Barbara heard the poet Alfred Noyes read "The Highwayman"
8. In the House of Representatives today is Hamilton Fish an old football captain at Harvard
9. Kipling wrote a story of schoolboy life *Stalky and Co*
10. Bessemer the inventor of the steel process was an English engineer
11. What do you yourself think
12. Mr. Williams president of the student body last term was next given the floor to take charge of the elections

13. In the 100-yard dash Herbert Sims the city champion was beaten decisively by John McDonald of Poly Prep

14. St. Thomas the first port of call seems to the Northerner a paradise

15. A rickshaw happened to be coming out of a Hutung or alley just then

Practice 6

In sentences of your own, use five of the following word-groups as appositives: my favorite author, the most exciting story I ever read, the great American inventor, the popular athlete, the latest fad, the great American humorist, the largest city in California, the Keystone State, a powerful German police dog, the capital of Massachusetts, the highest mountain I ever saw.

Practice 7

Combine the two sentences in each group into one sentence containing an appositive. Punctuate the sentence correctly.

1. Peggy stood beside her during the ceremony and held her bouquet. Peggy is her youthful daughter.

2. Adolph Loos drew the plans of the house. He is one of the foremost architects of this city of magnificent architecture.

3. Mrs. Barker next took the platform. She is the principal of Washington High School.

4. We spent the night at Lagrange, Illinois. This is a suburb of Chicago.

5. In Terhune's new book the hero is a giant collie. This dog is the son of another of Terhune's heroes.

6. Old Dick died yesterday. He was one of the most intelligent mine mules in the anthracite region.

7. *Silas Marner* is now at the Capitol Theater. It is an adaptation of George Eliot's famous story.

8. Lindbergh was hailed in Paris, London, Washington, New York, and other cities as a real American hero. He was the first man to fly from New York to Paris.

Series

What is the use in the sentence of each italicized word? Notice the punctuation of the sentences.

1. Come out and *run, jump,* or *put* the shot.

The italicized words have the same use in the sentence; they are verbs in a series. The comma is used after *run* and between *jump* and the conjunction *or*.

2. After a brisk *walk,* a *game* of tennis, or a *swim,* a boy craves *solid, nourishing* food.

Walk, game, and *swim* are separated by commas, because they are a series of nouns used as the object of *after;* and *solid* and *nourishing,* because they are adjectives modifying *food.*

3. We saw him *in his house, on the road,* and *at the village.*

In his house, on the road, and *at the village* are separated by commas, because they are a series of prepositional phrases modifying *saw.*

As the examples illustrate, when a conjunction is used between the last two items only, most authorities place a comma before the conjunction.

When all the conjunctions are used, no comma is required unless the expressions are long.

1. He is wise and just and generous.
2. He was not rich enough to give the boy a suitable money reward, and therefore offered to teach him the elements of telegraphy.

In the word-group *wise old owl* no comma is used, because the adjectives *wise old* are so closely connected as to seem one solid modifier. Likewise the adjectives in *two little boys, strong right arm,* and *solid gold watch* seem solid modifiers, not separate descriptions.

Practice 8

Pick out the expressions in a series in each sentence, and tell how they are used. Punctuate the sentences correctly.

1. He wore a neat gray suit dark blue striped tie black shoes.
2. I bought a team of horses a cow a pig a small flock of hens and farming implements.
3. A tall ruddy-faced well-built man was standing near by.
4. Confucius ranks among the foremost patriots sages and teachers of the world.
5. He could open a latch tie or untie a knot open and close the stable door remove his own harness and do many other feats.
6. Then a heavy-bodied old man and light-bodied younger man climbed out and sized up the situation.
7. Bobby Jones was only about twenty but learned golf in Atlanta, Georgia, under the tuition of one of the best professional teachers of golf ever furnished to this country by Scotland.
8. On the place was this house an old barn some twenty-five old apple trees and plenty of stones.
9. Young defeated the greatest endurance swimmers of the world in perhaps the most grueling body-killing soul-testing water feat ever accomplished by human being.
10. After some experimenting we made the baby elephant's gruel out of milk water corn meal sugar condensed milk and coarse white flour.

Addresses and Dates

Notice how addresses and dates are punctuated:

1. The Glee Club held its first meeting on Tuesday, February 8, in the Auditorium.
2. Collies born and bred at Sunnybank, Pompton Lakes, New Jersey, are Terhune's heroes.
3. The sleet storm in Bennington, Vermont, caused a complete tie-up of the trolley service.
4. On Friday, February 11, the Science Club visited the new plant of the Brooklyn Edison Company at Hudson Avenue.

February 8, *Pompton Lakes*, *New Jersey*, *Vermont*, and *February 11* are set off by commas. In an address or date each item after the first is set off by commas.

PRACTICE 9

Punctuate the following sentences. Tell why each comma is needed.

1. Samuel L. Clemens was born at Florida Missouri on November 30 1835.
2. At Redding Connecticut Samuel L. Clemens died.
3. Along Macon Ridge Louisiana deer and wild turkey fought for food.
4. On Friday July 15 we stopped at Lake Placid New York for an hour.
5. Calvin Coolidge was born on July 4 1872 at Plymouth Vermont.
6. Write to the Bausch & Lomb Optical Co. St. Paul Street Rochester New York.

Parenthetical Expressions

An expression slipped into a sentence and loosely connected with the rest of the sentence is called parenthetical and is set off by commas.

1. In the villages and on the farm, *however,* people still lived in the simple manner of the days before the Revolution.
2. *On the whole,* the natives dislike being photographed.
3. A whiff of tobacco smoke, *like the proverbial straw,* may show the direction of the wind.
4. Lo Hi Yet is still alive, *or was a few months ago,* living in great comfort in the British city of Hongkong.
5. At Hampton and at Tuskegee, *on the other hand,* the whole process of education is one of partnership between hand and mind.

Usually *however, first, secondly, in the first place, by the way, for example, after all,* and *though* are set off. If these words or expressions modify closely, commas are not used.

The comma as a rule is not used to set off *also, perhaps, indeed, therefore, of course, at least, in fact, nevertheless, likewise,* and other parenthetical expressions that do not require a pause in reading aloud.

Well, why, or *now* at the beginning of a conversa-

tional sentence is commonly set off; *etc.* is always set off.

1. Why, I hardly knew what to make of the lark's actions.
2. But George — well, he turned around and swam back two miles in that icy water in the darkness of the night!
3. At a market potatoes, beans, corn, etc., are offered for sale.

Practice 10

Punctuate the following sentences. Which expressions are parenthetical?

1. By mail free send me the booklet about the most famous library in the world.
2. Like everything great the lion has his share of critics and detractors.
3. Black-capped chickadees build their nests in posts or trees usually near the ground.
4. In moving pictures all clergymen of whatever sect wear shovel hats.
5. At five Kipling was sent like many children of the Anglo-Indians to school in England.
6. I have today however a farm worth $25000 and a tractor a sprayer a packing-house etc worth $3500 more. (A comma separates the hundreds and thousands of a number written in figures.)
7. Like the bee world humankind is infested with drones and parasites.
8. On the wall was a big map old and yellow with red railroad lines all over it.
9. He moved closer glad to have diverted attention from himself.
10. Two fawns tired and hungry entered the camp and were made pets by the boys.

Contrasting Expressions

The comma is used to set off contrasting expressions introduced by *not*.

1. My husband stalks his lions afoot, not from a car or tree.
2. Often the manner of correction, not the correction itself, hurts.

Yes and No

Use the comma after *yes* and *no* when not a complete answer.

1. Yes, you're right.
2. No, he hasn't been in school today.

Clearness

1. The night before, we bought a tent to take with us.
2. To Thomas, Washington seemed the greatest figure in American history.
3. On April 4, 65 were present; on April 5, 70; on April 6, 80.

In each sentence a comma is necessary to prevent misreading. This very general rule should not be used to justify punctuation unless, as in these cases, no other rule applies.

Quotation Marks

Titles of plays, books, magazines, and newspapers may be inclosed in quotation marks. In print they are usually italicized.

PRACTICE 11

Punctuate the following sentences, and give a reason for each mark inserted:

1. Manners like swimming or any other sport must be learned through practice.
2. Send the books C O D to 605 Walnut Avenue Syracuse New York.
3. I get through my breakfast climb into my car and start downtown about nine o'clock.
4. Is John D Rockfeller Jr interested in the model garden tenements for working people in Bayonne New Jersey
5. On July 4 1776 the Declaration of Independence was signed in Philadelphia Pennsylvania.
6. Out climbed Edison's son Charles a gentle-mannered capable-looking man in his middle thirties.

7. Yes Ned I should like to play tennis with you.

8. Steamboats could not climb mountains run through dense forests or cross wide prairies.

9. Yes I wish I had taken French Peg.

10. The home of the chamois is in the mountains of southern Europe especially the Pyrenees the Alps and the Caucasus Mountains.

11. Mercersburg Academy winner of last year's carnival did not compete yesterday.

12. David Copperfield's mother a weak little woman married Mr Murdstone.

13. *The Saturday Evening Post* is published by the Curtis Publishing Co Independence Square Philadelphia Pennsylvania.

14. The regular weekly meeting of Scribblers our writers' club was held on Wednesday February 8 the seventh period in room 107.

15. Near Tashkent Russian Turkestan a tigress sneaked into a farmhouse and devoured two peasants.

16. Thousands of giraffes truly wonderful creatures have been killed by hunters both white and black solely for the sake of seeing them dead and leaving them as prey to the hyenas and hunting dogs.

17. Children as well as grown folks like to read books written in simple direct language.

18. In two days Gunda was taught to receive pennies lift the lid of his "bank" drop the coin within and ring his bell.

19. In 1796 Napoleon a shaggy-haired large-skulled short young man of twenty-seven had a ragged army at his back.

20. George Young seventeen-year old Boy Scout swam the frigid treacherous Catalina Channel of Southern California on July 15 and won $25000 offered by William Wrigley Jr.

Summary

Period

1. Place a period at the end of a declarative or an imperative sentence.

2. The period is used after abbreviations.

Question Mark and Exclamation Point

The question mark is used after an interrogative

sentence; the exclamation point, after an exclamatory sentence.

Comma

1. Set off by commas words in direct address.
2. As a rule an appositive is set off by commas.
3. Use the comma to separate expressions in a series.
4. In an address or date each item after the first is set off by commas.
5. Most parenthetical expressions are set off by commas.
6. The comma is used to set off contrasting expressions introduced by *not*.
7. Use the comma after *yes* or *no* when not a complete answer.
8. Occasionally, when no other rule justifies the use of a punctuation mark, a comma is necessary to prevent misreading.

CHAPTER VI

NOUNS

Capitalization of Proper Nouns

Mary Seaton of Aylesbury, England, is a queen of whip and spur.

Mary Seaton, *Aylesbury*, and *England* are proper nouns, because they are proper or particular names of an individual person, place, and country. *Queen*, *whip*, and *spur* are common nouns, because they are common names of all persons or objects of these classes.

Man is the name of millions of human beings, but *William Shakespeare* is the name of one man.

Proper nouns and adjectives derived from them are capitalized: *Theodore Roosevelt*, *French*, *Alexander the Great*, *English*. (*History*, *physics*, *biology*, and *mathematics* are common nouns.)

Adjectives that have developed a specialized meaning are not capitalized:

biblical, china eggs, morocco leather, macadam, mackintosh, india rubber, puritanical, manila paper, roman type, paris green

Proper names include:

1. Names of political parties, religious sects, nations, and races:

Democrats, Republicans, Methodist, Catholic, Jew, Indian, German

2. Historical events, periods, and documents:

World War, Battle of Gettysburg, Middle Ages, Peace of Versailles, Declaration of Independence

3. Days of the week, months of the year, and holidays (but not names of seasons):

Monday, June, Labor Day, Lincoln's Birthday, spring, summer, fall, winter, midwinter

4. Geographical names and names of buildings:

Hudson River, Rocky Mountains, Prospect Park, Atlantic Ocean, South Pole, Twenty-third Street, Nassau County, Second Ward, Biltmore Hotel, White House, Metropolitan Building. (Some authorities prefer *Hudson river*, *Rocky mountains*, *Prospect park*.)

Notice *Gulf of Mexico*, *city of Chicago*, *state of Pennsylvania*. *Gulf* is capitalized, because it is part of the name. In *city of Chicago* and *state of Pennsylvania*, the names are *Chicago* and *Pennsylvania*.

5. The words *North*, *South*, *East*, *Northwest* when they name particular parts of the country.

He has lived in the South and the West.

We went east for a mile, then south for five miles. (In this sentence *east* and *south* denote directions.)

6. Titles of organizations and institutions:

Lehigh Valley Railroad, First Baptist Church, North High School, University of Chicago

High school, *society*, *club*, *company*, and *hotel* are common nouns unless they are clearly individual names or parts of such names:

the high school in Geneseo, the company, the club, the association, the hotel

7. Names of governmental bodies and departments:

Congress, House of Representatives, Newport Board of Education, Fire Department, Fifty-second Congress

8. Titles used with proper names and titles of the highest governmental officials used without the proper names:

the President, the Secretary of the Navy, the King, Colonel Jackson, Major General Wilson, James Tuscan, A.M., Litt. D., Former President Taft, Judge Gray

Notice the use of titles without capitals:

A judge, a general, and a senator attended the meeting.

9. Titles of books, articles, and compositions:

Far Away and Long Ago, Boy's Life of Abraham Lincoln, The Adventures of Captain Horn

Articles, short prepositions, and short conjunctions are capitalized only when they begin titles.

10. Names of the Deity and names for the Bible and divisions of the Bible:

Old Testament, Psalms, the Scriptures, the Almighty

11. Nouns clearly personified. (To personify is to speak of an object without life as if it were a living being.)

His companions were Jest, Jollity, and Liberty.

Practice 1

Capitalize the following for use within sentences. Give a reason for each capital inserted.

1. helen keller's *the story of my life.* 2. lexington hotel. 3. the valley of the mississippi. 4. vice president adams. 5. decoration day. 6. forty-second street. 7. high-school course. 8. a high school in denver. 9. james taxon, a.m., ph. d. 10. the american book company. 11. winter. 12. second ward. 13. history, physics, and latin. 14. lincoln junior high school. 15. missouri river. 16. battle of verdun. 17. island of cuba. 18. union pacific railroad. 19. the club. 20. the declaration of independence. 21. postmaster general new. 22. woolworth building. 23. university of california. 24. saturday. 25. india rubber.

Practice 2

Capitalize the following. Give the reason for each capital.

1. During the russo-japanese war i spent the summer and fall on an island in penobscot bay in the state of maine.

2. Nobody but a new englander could have spoken so well, for the yankees of new england still speak the saxon english of the translators of the king james bible.

3. It was as president of the college of the city of new york that dr. john h. finley, now of the new york times, made his reputation as an educator.

4. The one hundred and fiftieth anniversary of the signing of the declaration of independence was celebrated in philadelphia, where in old independence hall on july 4, 1776, this immortal document proclaiming the independence of the american colonies was signed.

5. Alfred owen oster, a member of the union league club, went to washington to offer the president the use of his summer home, wildwood, near harbor springs, michigan.

6. The tree in hartford, connecticut, in which captain wordsworth hid the state charter from governor andros was afterward known as the charter oak.

7. The third annual president's cup swimming meet will be held this year on august 27 at washington, d. c., under the auspices of the washington canoe club. Competition will be over a three-mile course in the potomac river and will be conducted under the supervision and rules of the amateur athletic union.

8. Leonard wood was born at winchester, new hampshire, october 9, 1860; graduated from the harvard medical school in 1884. He was appointed an assistant surgeon in the united states army on january 5, 1886. For his services in the apache campaigns in that year he was awarded a congressional medal. He was promoted to the rank of captain in the medical corps on january 5, 1891, and appointed colonel of the united states volunteer cavalry — the rough riders — on may 8, 1898. For his services at las guasimas and san juan hill he was made a brigadier general in 1898, and that same year was promoted to the rank of major general.

Formation of Plural

If a noun names one person, place, or thing, it is singular; if it denotes more than one, it is plural.

1. The commonest way to form the plural is to add *s* or *es* to the singular: *dog, dogs; author, authors; fox, foxes; porch, porches.* After *s, x, z, sh,* and *ch, es*

is added and forms a separate syllable: *bench* (one syllable), *benches* (two syllables); *gas, gases; box, boxes; dish, dishes; Burns, Burnses.*

2. The following words ending in *o* add *es* to form the plural:

echoes	mosquitoes	negroes	tomatoes
embargoes	mottoes	noes	tornadoes
heroes	mulattoes	potatoes	torpedoes
jingoes			

The plurals of other common words end in *os.* A few plurals may be written *oes* or *os: zero* (*zeros* or *zeroes*), *halo, memento, calico, cargo, domino, volcano, buffalo.*

3. Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es: fly, flies; lady, ladies; enemy, enemies; spy, spies.*

Exceptions occur:

a. In proper names: *Marys, Murphys, Henrys.*
b. In *drys* and *stand-bys.*

Nouns ending in *y* preceded by a vowel add *s* regularly: *donkey, donkeys; turkey, turkeys; journey, journeys; monkey, monkeys.*

4. Some nouns ending in *f* or *fe* change the *f* to *v* and add *es: calf, calves; half, halves; sheaf, sheaves; loaf, loaves; thief, thieves; elf, elves; beef, beeves; shelf, shelves.*

Other nouns in *f* and *fe* add *s* regularly: *proof, proofs; hoof, hoofs; roof, roofs; fife, fifes; dwarf, dwarfs; chief, chiefs; grief, griefs; belief, beliefs; handkerchief, handkerchiefs.*

A few have both plurals: *wharf, wharfs* or *wharves; scarf, scarfs* or *scarves.*

5. A few old words have a plural in *en: ox, oxen; child, children; brother, brethren* (or *brothers*).

6. Other old words change the vowel: *man, men; woman, women; tooth, teeth; foot, feet; goose, geese;*

louse, lice; mouse, mice; policeman, policemen; saleswoman, saleswomen. German, Roman, and *Norman* are not compounds of *man.* Their plurals are *Germans, Romans,* and *Normans.*

7. In compound words the plural sign is usually added to the word that names the object. *Son-in-law* is a kind of *son;* hence the plural is *sons-in-law. Attorney-general* is a kind of *attorney;* the plural is *attorneys-general.* Other illustrations are *editors-in-chief, major generals, bathhouses, boards of education, teacups, men-of-war, blackbirds, bookcases.*

Exceptions are:

a. Words in which both parts are equally important: *go-betweens, forget-me-nots.*

b. Words not thought of as compounds: *mouthfuls, cupfuls.*

c. A few words which pluralize both parts: *menservants, women servants.*

8. Many words retain their foreign plurals. Some have also a plural in *s.* Foreign plurals are formed in a variety of ways.

a to *æ*

alumna (feminine), alumnæ vertebra, vertebræ

us to *i*

alumnus (masculine), alumni bacillus, bacilli

um to *a*

bacterium, bacteria datum, data

is to *es*

axis, axes crisis, crises
basis, bases parenthesis, parentheses

Various Methods

SINGULAR	PLURAL	SINGULAR	PLURAL
series	series	index	indices or indexes
species	species	appendix	appendices or appendixes
monsieur	messieurs	phenomenon	phenomena

9. Notice the plural of proper names with the titles *Mr.*, *Miss*, *Master*, and *Mrs.*

Singular	Plural
Mr. Furlong	Messrs. Furlong
Miss Furlong	the Misses Furlong or (informal) the Miss Furlongs
Master Furlong	the Masters Furlong
Mrs. Furlong	the Mrs. Furlongs

There is no plural form of *Mrs.;* hence the name itself is pluralized.

10. The plurals of letters, figures, and signs are formed by adding *'s*.

His *6's* look like *o's* and his *k's* like *h's*.
Change all the *+'s* to *−'s*.

11. A few nouns have the same form in the singular and the plural: *sheep*, *deer*, *shad*, *Japanese*, *heathen*.

Note also these singular forms:

three *yoke* of oxen, five *dozen* eggs, eight *head* of cattle, a twenty-*foot* pole

12. Some nouns are used in the plural only: *scissors*, *trousers*, *pincers*, *shears*, *proceeds*, *suds*, *nuptials*, *ashes*, *riches*, (golf) *links*, *athletics*.

13. A few nouns ending in *s* are singular in meaning: *news*, *measles*, *mumps*, *mathematics*, *politics*, *civics*, *physics*, *economics*, *the United States*.

Practice 3

Write the plurals of these words:

1. heathen
2. 8
3. Mr. Jones
4. basis
5. Burns
6. church
7. half
8. alley
9. crisis
10. solo
11. enemy
12. sheep
13. ¶
14. Miss Thompson
15. major general
16. piano
17. lily
18. ally
19. chief
20. rifle
21. gas
22. tomato
23. lady
24. man-of-war

25. manservant
26. Mrs. Stilson
27. series
28. roof
29. donkey
30. mosquito
31. attorney
32. grief
33. soprano
34. datum
35. handkerchief
36. steamboat
37. brother-in-law
38. alumnus
39. policeman
40. Roman
41. dwarf
42. cry
43. editor-in-chief
44. alumna
45. spoonful
46. hanger-on
47. elf
48. turkey
49. Mary
50. trout

Gender

Nouns denoting males are in the masculine gender; those denoting females, in the feminine gender. The names of things without animal life are in the neuter gender: *star, tree, house, pen, light.* Words like *child, parent, pupil, cat, teacher, artist, musician,* which denote either males or females, are in the common gender.

Commonly different words are used for male and female.

Masculine	Feminine	Masculine	Feminine
drake	duck	lord	lady
gander	goose	sir	madam
buck	doe	bachelor	maid
ram	ewe	husband	wife
bull	cow	wizard	witch
monk	nun	uncle	aunt
cock	hen	monsieur	madame

Many feminine nouns end in *ess.*

Masculine	Feminine	Masculine	Feminine
actor	actress	heir	heiress
baron	baroness	host	hostess
deacon	deaconess	lion	lioness
duke	duchess	negro	negress
count or earl	countess	patron	patroness
emperor	empress	prince	princess
god	goddess	waiter	waitress
master	mistress	launderer	laundress

Other endings occur in the feminine and the masculine.

Masculine	Feminine	Masculine	Feminine
hero	heroine	widower	widow
administrator	administratrix	alumnus	alumna
executor	executrix	Francis	Frances

Author, poet, and *instructor* are commonly used instead of the feminine forms *authoress, poetess, instructress.*

Case

Subjects, predicate nominatives, and words in direct address are in the nominative case. Objects of verbs and prepositions and indirect objects are in the objective case (also called accusative and dative). An appositive has the same case as the word it limits.

Because the form of the nominative and the objective case of a noun is exactly the same, there is no chance to make a mistake in these cases. The possessive (or genitive), however, which denotes ownership or possession (*John's horse*) or connection (*a month's salary, deer's tracks, Shakespeare's plays*), has a form of its own.

If the possessor is not a living being, the *of* phrase is more frequently used than the possessive, especially in prose: *the color of the dress* (not *the dress's color*), *the pages of the book* (not *the book's pages*). In a few expressions both the *of* phrase and the possessive sign are used: *a friend of mother's, that lazy tongue of Harry's.*

How to Form the Possessive

The possessive case of a noun always has an apostrophe; the possessive of a personal pronoun never has an apostrophe.

Possessive Singular

To form the possessive singular of a noun, add *'s* to the nominative. The possessive sign is always at the end of the name: *son-in-law's*. When forming possessive singulars, first write the words. Then quickly place *'s* at the end of each word.

author**'s**	mouse**'s**
Burns**'s**	enemy**'s**
child**'s**	son-in-law**'s**
lady**'s**	officer**'s**
donkey**'s**	policeman**'s**

Exception. Words of two or more syllables ending in *s* or an *s* sound and not accented on the last syllable may take the apostrophe only: *conscience' sake, Dickens' novels, righteousness' sake.* Some authorities consider *Burns'* and *Jones'* correct.

Possessive Plural

To form the possessive plural of nouns, first write the plurals. Then add *'s* to the plurals that do not end in *s* and an apostrophe to the plurals that end in *s*. (The plurals ending in *s* are checked.)

✓authors'	mice**'s**
✓Burnses'	✓enemies'
children**'s**	sons-in-law**'s**
✓ladies'	✓officers'
✓donkeys'	policemen**'s**

Joint Possession

For joint possession only one apostrophe is needed: *Allyn and Bacon's New York office.* If the possession is individual, the possessive sign is added to the name of each owner: "*John's, James's,* and *Jack's* shares are as 2, 3, and 4."

Practice 4

Write the possessive singular and the possessive plural of these words:

1. Jones
2. woman
3. year
4. fox
5. man
6. Dickens
7. father-in-law
8. sheep
9. fly
10. editor-in-chief
11. mousetrap
12. potato
13. ally
14. alley
15. monkey
16. Murphy
17. king of England
18. boy
19. fairy
20. dollar
21. deer
22. James
23. enemy
24. turkey
25. chief

Habits

Knowing how to write plurals and possessives and to capitalize is not enough. We must form the habit of spelling plurals and possessives correctly and of capitalizing proper nouns. Then we use the correct forms from force of habit without stopping to think of grammar.

Practice 5

Which forms are correct? Why?

1. They always had a smile on their ——. (face, faces)
2. —— father and Ebenezer were brothers. (Davids, David's)
3. Many small boys wish to be ——. (a policeman, policemen)
4. We both had ——. (a tennis racket, tennis rackets)
5. Add two —— of water. (teaspoonful, teaspoonfuls)
6. Stella is on the —— basketball team. (girls, girl's, girls')
7. He is six —— two inches tall. (foot, feet)
8. The —— marks on the punctuation test were higher than the ——. (boys, boy's, boys') (girls, girl's, girls')
9. In this large room are —— of all the presidents of the United States. (a statue, statues)
10. Lincoln's Gettysburg Address is considered one of the most eloquent —— ever given. (address, addresses)
11. Some voters can't even sign their ——. (name, names)

12. In modern poetry many of the common things of every day life are made —— of beauty. (a thing, things)

13. In *Which College for the Boy* the various colleges and —— are discussed. (university, universities)

14. The cricket's song seems like the —— among the hills. (grasshopper, grasshopper's)

15. Why don't you take a ten —— vacation? (days, days')

16. Periods are used at the end of ——. (a declarative sentence, declarative sentences)

17. The dogs held to the raft with their ——. (mouth, mouths)

18. Bunker Hill Monument was erected to honor those who gave their —— at the Battle of Bunker Hill. (life, lives)

19. Webster's oratorical abilities, I think, were greater than ——. (Lincoln, Lincoln's)

20. Longfellow's poems are simpler than ——. (Coleridge, Coleridge's)

21. Tom declared all those who signed the list with a drop of their own blood —— of this band. (a member, members)

22. The box contained hair tonic, medicine, jams, and all —— of things. (sort, sorts)

23. In the paper are pictures of the —— basketball team and the —— hockey team. (boys, boy's, boys') (girls, girl's, girls')

24. Add two —— of sugar. (tablespoonful, tablespoonfuls, tables spoonfuls)

Practice 6

About people, animals, or birds you know, write five sentences in which you use the possessive singular and five in which you use the possessive plural. Underscore the possessives.

Summary

1. A **proper noun** is the name of a particular person or thing.

2. A **common noun** is a name which applies to any one of its class.

3. Proper nouns and adjectives derived from them are capitalized.

4. **Number** is that property of nouns and pro-

nouns which shows whether they denote one or more than one.

5. The **singular number** denotes but one.

6. The **plural number** denotes more than one.

7. Plurals are commonly formed by adding *s* or *es*.

8. **Gender** is a distinction in regard to sex.

9. Nouns or pronouns denoting males are in the **masculine gender.**

10. Nouns or pronouns denoting females are in the **feminine gender.**

11. The names of things without animal life are in the **neuter gender.**

12. Names which denote either males or females are in the **common gender.**

13. **Case** is the form or use of a noun or pronoun that shows its relation to other words in the sentence.

14. Subjects, predicate nominatives, and words in direct address are in the **nominative case.**

15. Objects and indirect objects are in the **objective case.**

16. The **possessive case** denotes ownership, possession, or connection.

17. To form the possessive singular of a noun, add *'s* to the nominative singular.

18. To form the possessive plural of a noun, first write the plural. Then add an apostrophe if the nominative plural ends in *s*, and *'s* if the nominative plural does not end in *s*.

CHAPTER VII

FORMS AND USES OF PRONOUNS

Good Use

How can one find out whether an expression is correct or incorrect, whether it is in good use? When in doubt, one usually consults a grammar, a composition and rhetoric, a dictionary, a book of synonyms, or a manual of style. But no book is an authority except in so far as it reports accurately the customary usage of cultured and intelligent people. The only real authority is the usage of educated and careful writers and speakers.

Literary English and Colloquial English

Many people think that an expression must be either right or wrong. Some expressions, however, are both good and bad English. For example, "lots of people" and "It is me" are not good usage in an ordinary composition, but are acceptable in conversation. The expressions are colloquial English, not literary English. Literary English is used in novels, short stories, histories, biographies, magazine articles, and formal letters, essays, and public speeches. Colloquial English is used in conversation and informal letters and essays.

Definition of Pronoun and Classes of Pronouns

A pronoun is a word used instead of a noun. The noun for which the pronoun stands is called its antecedent.

1. The president said that *he* would study the problem.

He is used instead of *president; president* is the antecedent of *he.*

2. The boy *who* was elected president was an able leader.

Who is used instead of *boy; boy* is the antecedent of *who.*

There are five kinds of pronouns: personal, interrogative, relative, demonstrative, and indefinite.

Personal Pronouns

Personal pronouns show by their form whether the speaker, the person spoken to, or the person or thing spoken of is referred to.

I saw *you* and *him.*

The first person *I* refers to the speaker; the second person *you*, the person spoken to; and the third person *him*, the person spoken of.

Pronouns of the First Person

	Singular	Plural
Nominative	I	we
Possessive	my, mine	our, ours
Objective	me	us

Pronouns of the Second Person

	Singular	Plural
Nominative	you (thou)	you (ye)
Possessive	your, yours (thy, thine)	your, yours
Objective	you (thee)	you (ye)

The old forms, *thou, thy, thine, thee,* and *ye,* are sometimes used in poetry and solemn prose.

Pronouns of the Third Person

	Singular			Plural
	Masculine	*Feminine*	*Neuter*	
Nominative	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Objective	him	her	it	them

Case

Which forms are correct?

1. Who is there? —— (I, me)

The correct pronoun is *I*, because in the completed sentence, "I am here," *I* is the subject of *am*.

2. Between you and —— I don't believe a word of his story. (I, me)

Me is the object of the preposition *between*.

3. It is ——. (I, me)

I is the predicate nominative of the verb *is*. "It is me," however, is good colloquial English.

Practice 1

Fill the blanks with the correct pronouns. Explain the use in the sentence of each pronoun selected.

1. —— and —— are going. (he, him) (I, me)
2. Who did that? —— (I, me)
3. This is between —— and ——. (he, him) (I, me)
4. His father and —— discovered the lost girls. (he, him)
5. Nobody but —— noticed the exit of Bob. (she, her)
6. They can't win against —— girls. (we, us)
7. Father gave a radio to my brother and —— for Christmas. (I, me)
8. It's ——. (he, him)
9. Boys like —— are respected. (he, him)
10. She watched Nan and —— for a short time. (he, him)
11. He walked with Mary and ——. (I, me)
12. My cousin took my sister and —— to the entertainment. (I, me)
13. The apples were given to John and ——. (I, me)
14. Let's you and —— go somewhere. (I, me)
15. Helen then told Mildred and —— where to hide. (I, me)
16. My mother took my sister and —— to Bear Mountain. (I, me)
17. Marion went with my brother and —— to school. (I, me)
18. It was a letter from my aunt in Connecticut, inviting my mother, father, and —— to spend a week with her. (I, me)

19. —— girls had the best fun. (us, we)
20. Between you and —— I don't think his opinion is of much value. (I, me)
21. Please let John and —— go to the ball game. (I, me)
22. This taught my friend and —— a lesson. (I, me)
23. No one but —— escaped. (he, him)
24. With you and —— for guides we cannot go astray. (he, him)
25. The men were angry at Silver and ——. (I, me)

Practice 2

In sentences of your own, use correctly *I*, *me*, *we*, *us*, *he*, *him*, *she*, *they*, *them*. You may write a sentence for each pronoun or use two or three of the pronouns in one sentence.

Practice 3

Why is each italicized word correct? Repeat these correct expressions until you form the habit of using them.

1. *He* and *I* are on the same team.
2. Rover was with *him* and *me*.
3. Why were *you* and *he* absent?
4. *He* was with *me*.
5. Do you want *him* and *me*?
6. It was *he*.
7. It was *they*.
8. Mother gave *her* and *me* a dog.
9. Harry and *I* saw the game.
10. *He* and *I* did the work.
11. Will you meet *her* and *me*?
12. *We* boys are going skating.

Agreement with Antecedent

We need to watch not only the case but also the number of our pronouns. The case of the pronoun depends upon its use in the sentence, but in number, person, and gender the pronoun agrees with its antecedent. First we find the antecedent, then decide

what number it is in, and then use a pronoun in the same number.

Which is the correct pronoun in each sentence?

1. Must everybody write —— misspelled words for tomorrow? (his, their)

His is correct, because the antecedent *everybody* is singular.

2. These cartoons would make any one human laugh —— sick. (himself, themselves)

Himself, the correct form, agrees with its antecedent *any one* in the singular number.

Antecedents like *each*, *everybody*, and *any one* are especially troublesome. It is well to remember that *each*, *every*, *either*, *neither*, *any one*, *anybody*, *every one*, *everybody*, *some one*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are singular.

Some authorities consider the use of the plural pronoun to refer to one of these pronouns correct colloquial English: "Everybody bought their own ticket." Most careful speakers avoid this usage.

3. Every high-school graduate has a chance to continue —— education. (his, his or her)

His is correct. *His or her* calls attention to the fact that boys and girls are included. It is correct but clumsy.

4. One can be successful in —— own town. (his, one's, their)

His may be used to refer to *one*. Some authorities, however, consider *one's* better usage.

Practice 4

Choose the correct word or expression. What is the antecedent of each pronoun used?

1. Has anybody —— library book? (his, their, his or her)
2. Each of us has —— duty to do. (his, their, his or her, our)

3. Every one of us should prepare —— lessons. (his, their, our)
4. One of the girls lost —— book. (her, their)
5. Every one of them inherited —— money. (his, his or her, their)
6. Who wants vocations for —— topic? (his, his or her, their)
7. A little spurt by any one would quickly raise —— position in the contest. (his, their)
8. Every one is storing —— food for the winter. (his, their)
9. Nobody put —— up. (his hand, their hands)
10. It is wise for every one to interest —— in athletics. (himself, themselves)
11. Everybody was ready to write —— sentences on the blackboard. (his, their)
12. Most of us boys have had the feeling of closing —— eyes for just a second. (our, their)
13. Does any one want to volunteer to give —— talk? (his, their)
14. A singing bird can make a person forget, for the time being, —— sorrows. (his, their)
15. They found some old tin cans and tied —— to the fence. (it, them)
16. Every one had started for —— tents. (his, their)
17. One forgets —— cares and troubles in listening to a comedy. (his, their)
18. Everybody went to the circus all dressed up in —— Sunday clothes. (his, their)

Practice 5

Write seven sentences similar to those in the preceding exercise in which personal pronouns have as antecedents *any one*, *anybody*, *each*, *one*, *every one*, *everybody*, and *nobody*. Underscore the personal pronouns.

Gender

A feminine pronoun is commonly used in referring to a ship or the moon.

Has the *Leviathan* reached *her* dock?
The silvery moon is showing *her* face.

Masculine pronouns are used in speaking of the sun and most animals.

The sun set in all *his* glory.
A dog is faithful to *his* master.

It is commonly used in speaking of a small animal.

The mouse made *its* home in the granary.

It and They

In "It is getting late," and "It is snowing," *it* is correctly used without an antecedent. In most sentences, however, *it* and *they* require antecedents.

Which are correct?

1. They raise rice in China, *or* The Chinese raise rice.

The sentence after *or* is correct. In the first sentence *they* has no antecedent. It is easier to get rid of the pronoun than to provide an antecedent.

2. I like lawyers and so chose —— as my profession. (it, law)

It in the sentence could not refer to *lawyers*, because he did not choose lawyers as his profession. Hence *law* is the correct word.

3. —— tells of his many adventures. (in the book it, the book)

In and *it* are not needed. The correct sentence is, "The book tells of his many adventures."

Practice 6

Correct the following. Give a reason for each change.

1. Some high schools have debating teams and have found it successful.
2. In *The Sea Hawk* it is about pirates.
3. In preparing this speech Lincoln did it in a systematic way.
4. These lines have been very valuable to me. It has made me realize the beauty of nature.
5. In Wordsworth's poem "Michael" it tells of a poor farmer, his wife, and his only son.

6. In *The Beloved Vagabond* it is a story of a man and a boy who tramp together about Europe.

7. They manufacture typewriters in Syracuse.

8. At the end of *Little Women* it tells you that two of the girls are married.

Word Order

When you are speaking about yourself and another, it is courteous to mention the other person first.

1. —— went to the movies yesterday. (Helen and I, I and Helen)

Helen and I is correct and shows the speaker well-bred, because she mentions Helen first and herself last. *Helen and I* is the compound subject of *went*.

Practice 7

Select the courteous expressions:

1. As to labor, —— devote our entire time to the farm. (I and my boys, my boys and I)

2. One day last August —— left for the Catskill Mountains. (I and the rest of my family, the rest of my family and I)

3. —— were riding through the dense woods. (I and Wamba, Wamba and I)

4. Last Saturday —— saw the championship football game. (I and my brother, my brother and I)

Compound Personal Pronouns

	Singular	Plural
First person	myself	ourselves
Second person	yourself (thyself)	yourselves
Third person	himself, herself, itself	themselves

Use

1. I hurt *myself*.

The compound personal pronoun *myself* refers back to the subject.

2. Wilson *himself* will attend to the matter.

The compound personal pronoun *himself* emphasizes the noun to which it is attached.

Most careful speakers and writers do not use these compound personal pronouns as simple personal pronouns, especially in the nominative case.

Which is the correct pronoun in each sentence?

1. Mother, John, and —— made up the party. (I, myself)

Most careful speakers and writers choose the simple personal pronoun.

2. Black Beauty enjoys ——. (himself, hisself)

The table shows *himself* correct. *Hisself* and *theirselves* are incorrect forms.

Practice 7

In each sentence select the correct or better word and give the reason:

1. One day last summer several friends and —— planned to spend the day in the woods. (I, myself)
2. We are planning to go by ——. (ourself, ourselves)
3. The nations are endeavoring to destroy all hard feelings among ——. (each other, themselves)
4. Last year my friends and —— gave an entertainment. (I, myself)
5. Last year my parents and —— planned to take a trip to Virginia. (I, myself)
6. He decided to publish the paper by ——. (hisself, himself)
7. Morris, Charles, and —— were to sleep in one of the new tents. (I, myself)
8. Seven of my friends and —— started on a trip to the Catskill Mountains. (I, myself)
9. Uncle Harry took mother and —— to the opera at Covent Garden. (me, myself)
10. Last Monday Uncle Joe, Cousin Jerry, and —— went on a fishing trip. (I, myself)

Practice 8

Jot down the errors you hear in the use of pronouns, and bring them to class. Be ready to correct the sentences and give a reason for each change.

Interrogative Pronouns

How are the italicized words used?

Who is it?
Which does he prefer?
What does he want?

The interrogative pronouns, *who*, *which*, and *what*, are used in asking questions.

	Singular and Plural
Nominative	who
Possessive	whose
Objective	whom

Which and *what* have the same form in the nominative and objective and are not used in the possessive.

What are the italicized words?

Which subject do you like best?
What rules for the use of the comma do you know?

In these sentences *which* and *what*, used in asking questions, are adjectives, because they modify the nouns *subject* and *rules*.

Case

It is easier to find the use of a word if the sentence is arranged in grammatical or natural order: (1) subject and modifiers, (2) verb, (3) object, predicate adjective, or predicate nominative.

Which pronoun in each sentence is correct?

1. —— is it for? (who, whom)

The grammatical order of the sentence is, *It is for (who, whom)? Whom*, the objective case because object of the preposition *for*, is the literary-English form. "Who is it for?" is, however, correct colloquial English.

2. —— was the leader? (who, whom)

The grammatical order is, *The leader was* (*who, whom*)*? Who* is the predicate nominative of the verb *was*.

PRACTICE 9

Select in each sentence the proper form of the pronoun according to literary usage. Give the syntax (use in the sentence) of every pronoun selected.

1. —— shall I call? (who, whom)
2. —— did you see in the house? (who, whom)
3. —— is the captain of the company? (who, whom)
4. —— did the club elect? (who, whom)
5. —— is it? (who, whom)
6. —— do you know in Bennington? (who, whom)

PRACTICE 10

Which three of the following sentences are correct literary English? Which three are correct colloquial English? Which one is incorrect?

1. Who are you talking of?
2. Of whom are you talking?
3. To whom does the garden belong?
4. Who does the garden belong to?
5. Whom is the editor of the school paper?
6. Who did you vote for?
7. For whom did you vote?

Relative Pronouns

The forms and uses of the relative pronouns *who*, *which*, *what*, and *that* are explained in Chapter XII. Compound relative pronouns are discussed in Chapter XIV.

Demonstrative Pronouns

How are *this* and *that* used?

1. I prefer *this* but shall take *that* because it is cheaper.

This and *that* are demonstrative pronouns; they point out.

2. I prefer *this* suit but shall take *that* one because it is cheaper.

This is an adjective modifying *suit*, and *that* is an adjective modifying *one*.

The demonstrative pronouns are *this* and *that* and their plurals *these* and *those*.

Indefinite Pronouns

How do the italicized words differ from demonstrative pronouns?

1. *Neither* is correct.
2. *Both* worked.
3. *One* wonders why he went.
4. *Any one* will show you the house.

In these sentences *neither*, *both*, *one*, and *any one* are called indefinite pronouns, because they point out less clearly or definitely than demonstratives do.

1. *Neither* answer is correct.
2. *Both* boys worked.
3. *One* friend wonders why he went.

In these sentences *neither*, *both*, and *one* modify the nouns *answer*, *boys*, and *friend* and are therefore adjectives.

Although there are only five commonly used personal pronouns (*I*, *you*, *he*, *she*, *it*), four commonly used relative pronouns (*who*, *which*, *what*, *that*), three interrogative pronouns (*who*, *which*, *what*), and two demonstrative pronouns (*this*, *that*), there are about forty members of the indefinite pronoun family. Some of them are *each*, *every*, *either*, *neither*, *any one*, *anybody*, *anything*, *every one*, *everybody*, *everything*, *some one*, *somebody*, *something*, *no one*, *nobody*, *one*, *some*, *any*, *many*, *few*, *all*, *both*, *none*, *such*, *other*, *each other*, *another*, *one another*, *several*.

Practice 11

In good sentences about books you have read use the following words as indefinite pronouns and as adjectives: *each*, *either*, *some*, *any*, *many*, *few*, *all*, *another*, and *several*.

The possessive singular of an indefinite pronoun is formed by adding *'s* at the end of the pronoun.

one**'s**	each other**'s**
neither**'s**	one another**'s**
any one**'s**	anybody**'s**

Summary

1. A **pronoun** is a word used instead of a noun.
2. The noun for which the pronoun stands is its **antecedent.**
3. There are five kinds of pronouns: personal, interrogative, relative, demonstrative, and indefinite.
4. **Personal pronouns** show by their form whether the speaker, the person spoken to, or the person or thing spoken of is referred to: *I*, *you*, *he*, *she*, *it*.
5. The case of a pronoun depends upon its use in the sentence. The subject and the predicate nominative are in the **nominative case;** objects and indirect objects are in the **objective case;** words showing ownership or connection are in the **possessive case.**
6. A pronoun agrees with its antecedent in person, number, and gender.

Each, *every*, *either*, *neither*, *any one*, *anybody*, *every one*, *everybody*, *some one*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are singular.

His or her is correct but clumsy.

His may be used to refer to *one*.

Commonly *it* and *they* require antecedents.

7. When speaking about yourself and another, as a matter of courtesy mention the other person first.

8. A compound personal pronoun usually refers back to the subject or emphasizes a noun or pronoun.

Most careful speakers and writers do not use the compound personal pronouns as simple personal pronouns, especially in the nominative case.

Hisself and *theirselves* are not English words.

9. The **interrogative pronouns,** *who, which,* and *what,* are used in asking questions.

10. The **demonstrative pronouns,** *this* and *that,* point out.

11. **Indefinite pronouns** point out less clearly or exactly than demonstratives do.

CHAPTER VIII

FORMS AND USES OF VERBS

Because about half the grammar mistakes made by pupils are errors in the use of the verb, this chapter has many exercises. By practicing these intelligently you will form the habit of selecting the right verb and the right verb form.

An engine is a necessary part of an automobile. Without it a car does not go. Likewise a verb is an essential part of a sentence, for without it a group of words cannot express a complete thought. Some verbs, like some engines, are very simple: "I *saw* a thrush." Others resemble an eight-cylinder engine: "Jack *should have been elected*." In this sentence the verb *elected* and the auxiliaries *should have been* together make the statement about Jack.

Transitive and Intransitive

A verb is transitive if it has an object or if the subject is acted upon. Other verbs are intransitive.

Which of these verbs have objects? In which sentences is the subject acted upon?

1. A wise man built a house.
2. He built on a rock.
3. The hunter shot a bear.
4. The hunter shot at the bear.
5. I was elected president of the club.
6. I am president of the club.

Built in 1 and *shot* in 3 are transitive because they have objects. *Was elected* in 5 is transitive because the subject is acted upon. *Built* in 2, *shot* in 4, and

am in 6 do not have objects, and their subjects are not acted upon. Hence these three verbs are intransitive.

Sentences 1, 2, 3, and 4 show that a verb may be transitive in one sentence and intransitive in another. A few verbs like *be*, *seem*, and *appear* are always intransitive.

Transitive means "going over." If the action "goes over" from one person, animal, or thing to another, the verb is transitive; if the action doesn't "go over," the verb is intransitive.

Practice 1

Classify the verbs as transitive and intransitive. Which of the transitive verbs have objects? Which have subjects that are acted upon?

1. Last week I read *Boy's Life of Edison*.
2. Have you read about the championship baseball game?
3. Fred spoke clearly and entertainingly about scouting.
4. Fred speaks French fluently.
5. The bloom of the Hood River apples was very light this year.
6. He could stew and fry food.
7. At once I organized a search party.
8. The wolf was shot near Lake Placid.
9. The village is called Marcellus.
10. At all times we were conscious of a vast animal life about us.
11. The tugs swing breezily from the river to the dock.
12. For fifteen cents an hour in American money one can go all over Manila in a native two-wheeled carriage.
13. From a rock elevation I searched the plain with my glasses.
14. Twenty-six Boy Scouts recently arrived in New York City from the Panama Canal Zone.
15. This small park is now surrounded by skyscrapers.

Practice 2

Use each of the following as a transitive and as an intransitive verb: *fly*, *hear*, *pay*, *play*, *sing*, *see*, *draw*.

Active and Passive

Which subjects act? Which are acted upon?

1. A wise man built the house.
2. The house was built by a wise man.
3. The farmer shot the deer.
4. The deer was shot by a farmer.

In 1 and 3 the subjects *man* and *hunter* act; the verbs are in the active voice. In 2 and 4 the subjects *house* and *deer* are acted upon; the verbs are in the passive voice. A transitive verb is active if the subject acts, and passive if the subject is acted upon.

A verb that has an object is transitive active. If the subject is acted upon, the verb is transitive passive. Other verbs are intransitive.

Practice 3

Which verbs are active? Which are passive? If a verb is active, show that it has an object and that the subject acts. If it is passive, show that the subject is acted upon.

1. A gorilla has been obtained by the Harvard Museum Expedition.
2. A watch should be wound not more than once a day, preferably at night.
3. The making of a good tennis racket requires sixty-five different operations before stringing.
4. He darns socks beautifully.
5. He is respected by the men of the West.
6. Watches and clocks are tested for the public by the scientists of the Bureau of Standards.
7. Four of us climbed Mount Marcy yesterday.
8. Golf clubs are made to order by a number of companies.
9. Higher prices for lettuce and tomatoes are shown by the weekly review of local food markets.
10. Kipling has told many thrilling stories.
11. The horse chased one of his enemies to the wall.
12. Every day the mounting sun made heavy attacks on the snow.

13. The lamb was seized by an eagle.

14. The laughing crowds along the side lines cheered Fatty Simon.

15. During recent years many old buildings have been purchased by organizations and by individuals.

CHANGING FROM ACTIVE TO PASSIVE

(Active voice) John carried the apples to the house.
(Passive voice) The apples were carried to the house by John.
(Active voice) Jane wrote the sentence on the blackboard.
(Passive voice) The sentence was written on the blackboard by Jane.

The object of the active verb becomes the subject of the passive verb. Some form of the verb *be* is a part of every passive verb phrase: "I *was* told"; "I had *been* told."

PRACTICE 4

Change the active verbs in practice 3 to passive and the passive verbs to active.

PRACTICE 5

In a paragraph tell what kind of person makes the best friend. Refer to a person or persons you know, have heard about, or have read about. Draw one line under every intransitive verb, two lines under a transitive active verb, and three lines under a transitive passive verb.

Tense

Tense means time. All time is divided into the past, the present, and the future. The present tense (I *see* a robin) is used for the present time; the past tense (I *saw* a robin), for past time; and the future tense (I *shall see* a robin), for future time.

The perfect tenses are used to express action completed or perfected at some time. The present perfect

tense (I *have seen*) is used if the action is completed in the present time or extends, at least in its consequences, to the present; the past perfect (I *had seen*), if the action was completed before some past time; and the future perfect (I *shall have seen*), if the action will be completed before some point in future time.

(Past) The house *stood* for twenty years.

The house is no longer standing. The standing took place entirely in the past.

(Present perfect) The house *has stood* for twenty years.

The house is still standing. The standing extends to the present.

(Past perfect) After the house *had stood* for twenty years, it was torn down.

The tearing down took place in past time, and the standing was completed prior to the tearing down.

PRACTICE 6

Explain the difference in meaning between—

1. The car (ran, has run) for eight years.
2. I (lost, have lost) my fountain pen.
3. He (lived, has lived) for eighty years.
4. Carlton (went, has gone) to the circus.

Mood

Mood is the way in which a verb makes a statement. The three moods are illustrated in these sentences:

INDICATIVE MOOD

1. He *is* the man.
2. *Is* he the man?

IMPERATIVE MOOD

3. *Be* a man.

SUBJUNCTIVE MOOD

4. I wish I *were* in Paris.
5. If I *were* in Paris, I should learn to speak French.

The indicative mood is used in stating a fact or asking a question. The imperative mood is used in commanding or requesting. Notice in the sentences illustrating the subjunctive that the speaker is not in Paris. In sentence 4 he wishes he were there; in 5 he tells what he would do if he were there. Two uses of the subjunctive are to express a wish and a condition contrary to fact, something imagined but not true.

Conjugation and Synopsis

Conjugating a verb is giving all its forms in order. A good way to become acquainted with the terms used in talking about verbs is by conjugating a verb or giving a synopsis of it. A conjugation is convenient also for reference. A synopsis is an abbreviated conjugation: in each tense of the indicative and subjunctive only one of the six forms is given.

CONJUGATION OF *TO BE*

PRINCIPAL PARTS

Present: am *Past:* was *Past Participle:* been

INDICATIVE MOOD

Present Tense

SINGULAR	PLURAL
1. I am	we are
2. you are	you are
3. he is	they are

Past Tense

1. I was	we were
2. you were	you were
3. he was	they were

Future Tense

1. I shall be	we shall be
2. you will be	you will be
3. he will be	they will be

Present Perfect Tense

1. I have been	we have been
2. you have been	you have been
3. he has been	they have been

Past Perfect Tense

1. I had been	we had been
2. you had been	you had been
3. he had been	they had been

Future Perfect Tense

1. I shall have been	we shall have been
2. you will have been	you will have been
3. he will have been	they will have been

SUBJUNCTIVE MOOD

(Notice that throughout each tense of the subjunctive the verb form is the same.)

Present Tense

SINGULAR	PLURAL
1. if I be	if we be
2. if you be	if you be
3. if he be	if they be

Past Tense

1. if I were	if we were
2. if you were	if you were
3. if he were	if they were

Present Perfect Tense

1. if I have been	if we have been
2. if you have been	if you have been
3. if he have been	if they have been

Past Perfect Tense

1. if I had been	if we had been
2. if you had been	if you had been
3. if he had been	if they had been

IMPERATIVE MOOD

Present Tense

SINGULAR	PLURAL
be	be

(The infinitives, participles, and gerunds are given on page 121.)

CONJUGATION OF *TO SEE*

Principal Parts

Present: see *Past:* saw *Past Participle:* seen

Indicative Mood

	Active Voice		*Passive Voice*	
		Present Tense		
	Singular	Plural	Singular	Plural
1.	I see	we see	I am seen	we are seen
2.	you see	you see	you are seen	you are seen
3.	he sees	they see	he is seen	they are seen
		Past Tense		
1.	I saw	we saw	I was seen	we were seen
2.	you saw	you saw	you were seen	you were seen
3.	he saw	they saw	he was seen	they were seen
		Future Tense		
1.	I shall see	we shall see	I shall be seen	we shall be seen
2.	you will see	you will see	you will be seen	you will be seen
3.	he will see	they will see	he will be seen	they will be seen
		Present Perfect Tense		
1.	I have seen	we have seen	I have been seen	we have been seen
2.	you have seen	you have seen	you have been seen	you have been seen
3.	he has seen	they have seen	he has been seen	they have been seen
		Past Perfect Tense		
1.	I had seen	we had seen	I had been seen	we had been seen
2.	you had seen	you had seen	you had been seen	you had been seen
3.	he had seen	they had seen	he had been seen	they had been seen

Future Perfect Tense

1.	I shall have seen	we shall have seen	I shall have been seen	we shall have been seen
2.	you will have seen	you will have seen	you will have been seen	you will have been seen
3.	he will have seen	they will have seen	he will have been seen	they will have been seen

SUBJUNCTIVE MOOD

Present Tense

if I, you, he see	if I, you, he be seen
if we, you, they see	if we, you, they be seen

Past Tense

if I, you, he saw	if I, you, he were seen
if we, you, they saw	if we, you, they were seen

Present Perfect Tense

if I, you, he have seen	if I, you, he have been seen
if we, you, they have seen	if we, you, they have been seen

Past Perfect Tense

if I, you, he had seen	if I, you, he had been seen
if we, you, they had seen	if we, you, they had been seen

IMPERATIVE MOOD

Present Tense

see	be seen

(The infinitives, participles, and gerunds are given on page 121.)

SYNOPSIS

IN THIRD PERSON SINGULAR OF *TO CALL*

PRINCIPAL PARTS

Present: call *Past:* called *Past Participle:* called

INDICATIVE MOOD

	ACTIVE	PASSIVE
Present	he calls	he is called
Past	he called	he was called
Future	he will call	he will be called

	Active	Passive
Present perfect	he has called	he has been called
Past perfect	he had called	he had been called
Future perfect	he will have called	he will have been called

Subjunctive Mood

	Active	Passive
Present	if he call	if he be called
Past	if he called	if he were called
Present perfect	if he have called	if he have been called
Past perfect	if he had called	if he had been called

Imperative Mood

	Active	Passive
Present tense, second person	call	be called

(The infinitives, participles, and gerunds are given on page 122.)

Practice 7

1. Conjugate *strike* or *teach*.
2. Conjugate *help*.
3. Write a synopsis in the first person singular of *invite*.
4. Write a synopsis in the third person singular of *carry*.
5. Write a synopsis in the second person plural of *take*.

Practice 8

Insert in each sentence the verb form indicated. Supply the active of a transitive verb unless the passive is asked for.

1. I (past of *carry*) the package a mile.
2. A long mountain view (present of *appear*) in every direction.
3. The city (future of *contain*) numerous parks and public gardens.
4. If you (past perfect subjunctive of *invite*) me a day earlier, I should have gone.
5. After she (past perfect of *wait*) a half-hour for Marion, she went alone.

6. Committees (future passive of *appoint*) to arrange programs of outdoor and indoor amusements.

7. Hedges (present perfect passive of *plant*) between the houses and no fences (present passive of *allow*).

8. All streets (future passive of *line*) with trees.

9. Ten thousand spectators (present perfect of *gathered*) to watch the championship football game.

10. A thoroughbred collie which (past perfect passive of *select*) by Albert Payson Terhune (past passive of *award*) as a prize for the best essay.

11. I (present perfect of *finish*) my composition.

Principal Parts of Verbs

Present Tense	Past Tense	Past Participle
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
burst	burst	burst
choose	chose	chosen
climb	climbed	climbed
come	came	come
dive	dived	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
flow	flowed	flowed
fly	flew	flown
forget	forgot	forgotten, forgot
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hang (*on gallows*)	hanged	hanged

Present Tense	Past Tense	Past Participle
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
leave	left	left
let	let	let
lie (*recline*)	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
throw	threw	thrown
wish	wished	wished
wring	wrung	wrung
write	wrote	written

In a few cases another form is an accepted colloquialism; as, *drank* as the past participle of *drink*, *gotten* as the past participle of *get*, *dove* as the past tense of *dive*.

Practice 9

Insert in each sentence the verb form named. Supply the active voice of a transitive verb unless the passive is asked for.

1. I (past of *do*) my duty.
2. I (present perfect of *do*) my duty.
3. I (past of *see*) a bison.
4. I (present perfect of *see*) many bisons.
5. They (present perfect of *go*) to Philadelphia.
6. The reckless aviator (past of *come*) to grief.
7. Reckless aviators (present perfect of *come*) to grief.
8. He (past of *take*) more than his share.
9. Marion (present perfect of *break*) her lead pencil.
10. Many heads of cabbage (present perfect of *burst*).
11. Booth Tarkington (present perfect of *write*) many entertaining stories.
12. They (present perfect of *become*) leaders in the medical profession.
13. Many tourists (present perfect of *drink*) from this sparkling brook.
14. The callers (present perfect of *ring*) the bell three times.
15. The messengers (past of *bring*) good news.
16. The champion (present perfect of *run*) in many races.
17. I wish he (past perfect subjunctive of *go*) to the lecture.
18. If I (past subjunctive of *be*) you, I should educate my hands as well as my brain.
19. If he (past perfect subjunctive of *go*) to college, he would be more thoroughly prepared for the work of engineering.
20. He (past of *say*), "Where are you going?"
21. I (present of *wish*) I had time to do this work.
22. Jim (past of *see*) the pirates' flag.
23. She was always the one that (past of *do*) it.
24. He (past perfect of *come*) too late for the fun.
25. Father (present perfect of *go*) to the store.
26. Blind Pew (past passive of *run*) over and killed.
27. He (past of *give*) me a pencil.
28. While the men were looking down the road, they (past of *see*) a man on horseback.
29. My pencil (present passive of *break*).
30. The bell (present perfect of *ring*).
31. I (present perfect of *write*) my answers.
32. He (past perfect passive of *run*) over.
33. The bridge (past perfect of *fall*) into the river.
34. Peter (past of *throw*) a snowball.
35. He (past of *run*) until he was out of breath.
36. I (past of *see*) him yesterday on the street.

37. In some states murderers (present passive of *hang*).
38. He (past perfect of *forget*) the meeting.
39. When the canoe upset, the boy who couldn't swim (past of *drown*).
40. If I (past subjunctive of *be*) you, I should try again.
41. He (past of *hurt*) his foot.
42. I (present perfect of *see*) many birds this spring.
43. So I (past of *give*) the beggar a dime.
44. Then it (past of *begin*) to rain.
45. He (past perfect of *throw*) away a good opportunity.
46. I (past of *come*) in late yesterday.
47. When he (past of *see*) the bear, he dropped his gun and (past of *run*).
48. Sara (past of *know*) that the kind lady (past perfect of *take*) in this poor girl and (past perfect of *gave*) her a home.
49. He was the only one who (past perfect of *swim*) that distance.
50. She (past perfect of *tear*) both her dresses.
51. Buck (past of *spring*) at the man.
52. He (past passive of *shake*) up.
53. He (past perfect of *speak*) on this subject before.
54. My watch (past of *sink*) to the bottom of the river.
55. We all (past perfect of *eat*) till we could eat no more.
56. That's why I (past of *give*) it to you.
57. His pals (past perfect of *come*) to his room many times.
58. After this we (past of *do*) our homework.
59. We (past of *run*) through the back door and the dog after us.
60. I (past of *do*) most of the work myself.

Practice 10

In sentences about topics of your own choice, use correctly *did*, *done*, *saw*, *seen*, *came*, *come*, *went*, *gone*, *gave*, *given*, *ran*, *run*, *threw*, *thrown*, *broke*, *broken*. You may use two or three of the words in one sentence.

Sit, Set, Lie, Lay, Rise, Raise

The principal parts of these troublesome verbs are:

Present Tense	Present Participle	Past Tense	Past Participle
sit	sitting	sat	sat
set	setting	set	set

Present Tense	Present Participle	Past Tense	Past Participle
lie	lying	lay	lain
lay	laying	laid	laid
rise	rising	rose	risen
raise	raising	raised	raised

Set, *lay*, and *raise* are transitive verbs; in the active voice they require objects. *Set* is intransitive in "The sun is setting" and "He set out on a long journey." Since *sit*, *lie*, and *rise* are intransitive, they never take objects.

Which are correct?

1. He had —— the book down. (laid, lain)

The transitive verb *laid* is correct, because *book* is the object of the verb.

2. The soldiers —— down to rest. (laid, lay)

There is no object; hence *lay*, the past of the intransitive verb, is correct.

Practice 11

Insert the correct form of *lay* or *lie*. If you use the transitive active verb, tell what its object is.

1. Five minutes later I was —— on the sand.
2. The tree has —— there for a long time.
3. My father was —— upstairs in bed.
4. Spot (past tense of *lie* or *lay*) by the fire for an hour.
5. The soldiers were —— on the floor.
6. In the gutter (past tense of *lie* or *lay*) a sewer pipe.
7. They saw a man —— on the ground.
8. He would go out into his garden and —— there for hours.
9. After dinner he sometimes walks to the woods and —— down by a brook.
10. The dog found the captain —— on the beach.
11. Beth went up to her room and —— down.
12. Peanut shells are —— on the sidewalk.
13. Peter the Great and his men —— down and waited till night.

14. A large piece of dough was —— on the table.
15. The gifts (past tense of *lie* or *lay*) under the Christmas tree.
16. Ivanhoe was —— on a bed sick.
17. A tired rabbit (present tense of *lie* or *lay*) down to rest.
18. My book was —— on the table.
19. The sprinkler has —— the dust.
20. Mother has —— down to rest.

Practice 12

Insert the correct form of *sit* or *set*. If you use the transitive active verb, tell what its object is.

1. The boy (past tense of *sit* or *set*) down to rest.
2. Let the little fellows —— in front.
3. Yesterday I —— a trap for the rat.
4. Philip was —— with his wife and children.
5. Marco helped her into the house and —— her down on a chair.
6. I'm going to —— here.
7. We have —— here for an hour.
8. For an hour we have been —— here.
9. Where did you —— yesterday?
10. Yesterday I —— on the front seat.
11. Arthur (past tense of *sit* or *set*) down on the stump to rest.
12. How long has Arthur —— on the stump?
13. They were all —— around the table.
14. They had —— in the park all forenoon.
15. Mr. Wood —— the hen on fourteen eggs.

Practice 13

Insert the correct form of *rise* or *raise*. Give the reason for each choice.

1. Why doesn't the bread ——?
2. Yeast makes the dough ——.
3. He has —— rapidly in the business world.

Practice 14

In sentences of your own, use correctly the four forms of *lie* (*lie, lay, lying, lain*), the three forms of *lay* (*lay, laid, laying*), the three forms of *sit* (*sit, sat,*

sitting), and the two forms of *set* (*set, setting*). You may write a sentence for each form or use two or three forms in one sentence.

Shall, Will, Should, Would

If you form the habit of saying *I shall, we shall, I should, we should,* you will be right nine times out of ten in the first person. If you also learn the rules, you will be right every time.

Study the use of *shall* and *will* in these sentences:

	Futurity	Volition
1.	I *shall go* to the meeting.	I *will go* to the meeting.
2.	You *will go* to the meeting.	You *shall go* to the meeting.
3.	He *will go* to the meeting.	He *shall go* to the meeting.

What is the difference in meaning between " I shall go to the meeting " and " I will go to the meeting "? A person who says *I shall go* means that he expects to go or intends to go; one who says *I will go* promises to go, shows that he has made up his mind, uses his will. Likewise " You will go to the meeting " means that you expect to go or intend to go to the meeting; " You shall go to the meeting " is a command, an exercise of the will of the speaker. Volition is a convenient name for the exercise of the will of the speaker and includes command, consent, wish, willingness, promise, threat, and determination.

Simple Future

To express simple future time use *shall* in the first person and *will* in the second and third.

1. I *shall try* to prove his answer wrong.
2. I *shall be* glad to see the play. ("I will be glad to see the play" says that the speaker is determined to be glad, and is nonsense, because one does not determine to be glad to see a play.)
3. He *will take* cold if the window is not closed.

Volition

To express volition use:

First person	will
Second person	shall
Third person	shall

1. We *will let* you go to the meeting.

The speakers consent.

2. You *shall receive* the hat before Saturday.

The speaker promises.

3. We *will* gladly *send* our representative.

The speakers express willingness.

4. He *shall answer* for this.

The speaker threatens or expresses determination.

5. You *shall stay* at home every evening this week.

The speaker commands.

Questions

Question	Answer
When *will* the train arrive?	It *will* arrive at 6:24 P.M.
Shall you be glad to see him?	I *shall* be glad to see him.
Will you do the work carefully?	I *will* do it carefully. (The speaker promises.)
Should you like to see the game?	I *should* like to see it.

In first person questions use *shall*. In second and third person questions use the form expected in the answer.

Some of the rules for *shall*, *will*, *should*, and *would* are disregarded by many educated and cultured people. Therefore "I will probably come on Thursday," although not the best usage, is correct colloquial English. The rule, however, indicates the practice of most writers.

Should, Would

As some of the illustrations have shown, *should* is as a rule used like *shall*, and *would* like *will*.

1. I *should* like to fly from Chicago to San Francisco.
2. I *would* lend you the money if I could.
3. I *would* rather die than retreat.

Two exceptions to this rule are the use of —

1. *Would* for habitual action.

He *would* sit by the fire and sleep.

2. *Should* to express duty.

Every one *should* respect his parents.

Practice 15

Supply the preferred form: *shall, will, should, would*. Give the reason for each choice.

1. We —— be glad to hear from you soon.
2. We —— like to know the price of the larger cabinet.
3. How —— I be able to recognize her?
4. We —— be much pleased to have you examine the racket.
5. The groceries I —— like to have sent immediately.
6. When —— we three meet again?
7. When —— the bus reach Malone?
8. I —— probably spend a week in Keene Valley.
9. I —— like to go.
10. When —— we play off our tennis match?
11. Every one —— belong to the Red Cross.
12. We —— be glad to have you join the Writers' Club.
13. —— you be sorry to return to school?
14. We —— probably listen to the radio this evening.
15. —— we go to the library this afternoon?

Practice 16

Explain clearly the difference in meaning between 1 and 2, 3 and 4, 5 and 6, and 7 and 8.

1. I shall drown and nobody will help me.
2. I will drown and nobody shall help me.

3. Will you attend the meeting of the Speakers' Club?
4. Shall you attend the meeting of the Speakers' Club?
5. David will go to bed before ten o'clock this evening.
6. David shall go to bed before ten o'clock this evening.
7. Andrew will not play football.
8. Andrew shall not play football.

Verb Phrases

If you have studied Latin, Greek, German, or French conjugations, you know that a verb in one of these languages has dozens of forms to express various shades of meaning. Most English verbs have only four or five forms; *e.g.*, *take*, *takes*, *taking*, *took*, *taken*. But the auxiliary verbs, *do*, *did*, *is* (*are*, *was*, *were*), *have*, *had*, *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *would*, help the principal verb to express the exact meaning desired. The verb with its auxiliaries or helpers is called a verb phrase.

Progressive Verb Phrase

A progressive verb phrase expresses action going on at the time referred to.

Present	He *is building* a house.
Past	He *was building* a house.
Future	He *will be building* a house.
Present perfect	He *has been building* a house.
Past perfect	He *had been building* a house.
Future perfect	He *will have been building* a house.

Notice that each progressive verb phrase is made up of a form of the verb *to be* and *building*.

Emphatic Verb Phrases

Notice that the auxiliaries used in emphatic verb phrases are *do* and *did*.

Present	I *do intend* to work hard.
Past	I *did prepare* my lesson carefully.

In questions and with *not*, these verb phrases are commonly used and may or may not emphasize the question or statement.

Did you *see* Leslie? I *did* not *see* him.

May, Can

In formal English, use *can* for ability and *may* for permission, probability, or possibility.

(Colloquial) *Can* I be excused from this class?
(Better) *May* I be excused from this class?

Even in conversation it is wise to use *may* for permission, because many consider the use of *can* for permission wrong.

Practice 17

Select the better word or expression. Give the reason for your choice.

1. —— I go to the library? (can, may)
2. —— I take this book to Mr. Foster? (can, may)
3. —— you solve the last problem in the lesson? (can, may)
4. —— I have another piece of toast? (can, may)
5. —— this book to the library? (can I bring, may I take)
6. —— your ink? (can I have the loan of, may I borrow)
7. —— I go with him to the store? (can, may)

Ain't and Other Errors

I am not = I'm not; is + not = isn't; are + not = aren't. Ain't is always incorrect.

May have seen, might have seen, must have seen, could have seen, and *would have seen* are correct verb phrases. The preposition *of* is never a part of a verb phrase.

"I ought not to go" is correct. *Had* is never placed before *ought.*

The past participle is used after *have.*

I could have *thrown* the ball farther.

PRACTICE 18

Select the correct form of the two in each parenthesis:

1. —— that what you mean? (ain't, isn't)
2. He must have —— to the meeting. (went, gone)
3. You must have —— me when I came. (saw, seen)
4. He could have —— the work before dinner. (did, done)
5. You —— to do this. (ought not, hadn't ought)
6. He could have —— to the party. (come, came)
7. I could —— gone yesterday. (have, of)
8. Colonel Dinwiddie's jockey —— bribed by the owner of Shining Star. (got, was)
9. The captain —— wounded in the attack. (got, was)
10. They never would —— thought him so small. (have, of)
11. —— tired. (I ain't, I'm not)
12. If he had walked around in the dungeon, he would have —— down and been drowned. (fell, fallen)
13. He must have —— the meeting. (forgot, forgotten)
14. She should have —— her answer more clearly. (gave, given)
15. She could have —— on a better subject. (spoke, spoken)
16. —— you coming? (ain't, aren't)
17. I —— time to play baseball today. (ain't got, haven't)
18. This description must —— impressed his audience. (have, of)
19. He —— to waste his time. (ought not, hadn't ought)
20. He made a success of what might —— been a flat failure. (have, of)
21. I —— homework. (ain't got no, haven't any)
22. She must —— out too far, for she almost drowned. (have gone, of went)
23. The dog —— going to hurt you. (ain't, isn't)
24. I may —— lost my pen. (have, of)
25. I —— pencil. (ain't got no, haven't a)

Agreement of Verb and Subject

A verb agrees with its subject in number and person. This rule looks simple enough, but is frequently violated. To apply the rule one must first find the subject, then discover the number of the subject.

If the subject is a pronoun, one needs to notice also the person. The questions to ask about a sentence are: "What is the subject?" and "What is the number of the subject?"

Which are the correct verb forms?

1. There —— two verbs in the sentence. (is, are)

The subject *verbs* is plural; hence *are* is correct.

2. He —— attend this school any more. (don't, doesn't)

Because the subject *he* is singular, *doesn't* is correct.

3. Jack, —— you at the game yesterday? (was, were)

Were is right, because the subject *you* always takes a plural verb.

Modifiers

Don't be deceived by a prepositional phrase after the subject. Search out the subject and make the verb agree with it.

1. The two boys from the city —— with us. (was, were)

Were agrees with the subject *boys*.

2. The demand for these books —— been great. (has, have)

Has agrees with the subject *demand*.

3. The new rules of the club —— been printed. (has, have)

Have agrees with the subject *rules*.

Practice 19

Choose the correct verb. What is the simple subject? Show that the subject is singular or plural.

1. They —— looking for the treasure. (was, were)
2. He —— always speak clearly. (don't, doesn't)
3. His choice of words —— commended. (was, were)
4. Mr. Penn, together with one other worker from the South, —— been sent up North to tell of the needs in their section of the country. (has, have)
5. In this book —— many interesting pictures. (is, are)

6. We —— supposed to do that for homework. (wasn't, weren't)
7. You —— at home last evening. (wasn't, weren't)
8. He —— want to go. (doesn't, don't)
9. There —— some pirates standing on guard at the door. (was, were)
10. The last few lines —— a winter scene. (describes, describe)
11. The contrast of hot summer and lone winter —— variety to the poem. (gives, give)
12. Two characters in the book —— Amy and Jo. (is, are)
13. Where —— you last evening? (was, were)
14. There —— been several misspelled words. (has, have)
15. The best way to correct these mistakes —— to prepare more carefully. (is, are)
16. There —— only six oranges in the box. (was, were)
17. There —— many museums in New York City. (is, are)
18. He —— want to play baseball today. (doesn't, don't)
19. One of the interesting things in the city —— its plazas. (is, are)
20. We —— looking for grammatical errors. (was, were)
21. There —— also disadvantages in salesmanship as a profession. (is, are)
22. About the strange machine —— gathered many boys. (has, have)
23. In the next room there —— a few small monkeys. (was, were)
24. Wendy with her two brothers —— playing in the nursery. (was, were)
25. —— two thoughts in the sentence. (there's, there are)
26. The price of the tickets —— thirty-five cents. (is, are)
27. They —— with him. (was, were)
28. Most of the animals on the farm —— named after Dickens's characters. (was, were)
29. In the past year or two there —— been built many theaters. (has, have)
30. In this book —— found many unusual words. (is, are)
31. The study of such magazines as *The Literary Digest* and *The Outlook* —— valuable. (is, are)
32. In the heel of his boot —— found the plans of the entire fort. (was, were)
33. There —— on an average six trains a day on this road. (is, are)

34. All these facts —— us realize the necessity of education. (makes, make)

35. The number of automobile accidents —— increasing every year. (is, are)

36. The doctor's pay —— bits of bacon, crusts of bread, and sometimes a few coppers. (was, were)

37. His use of figures of speech in both of the poems —— my point. (proves, prove)

38. A good many years of his life —— spent in the South. (was, were)

39. In the front of the furnace —— two doors. (is, are)

40. The chief aim of these bills —— to do away with the slums of New York. (is, are)

41. —— you at the basketball game? (was, were)

42. Mr. Howe together with Professor Jenks —— written several books on the immigration problem. (has, have)

43. There —— five cars with four boys in each. (was, were)

44. There —— three people ahead of me. (was, were)

45. After a long journey we reached our destination and —— welcomed by my uncle. (was, were)

46. The number of automobiles —— increased during the past five years. (has, have)

47. After picking berries for several hours we —— very tired. (was, were)

48. There —— only a few days of my vacation left. (was, were)

49. They —— all arguing about the value of moving pictures. (was, were)

50. Suddenly Fido —— running into the street. (comes, come)

51. In the center —— hyacinths. (was, were)

52. There —— three men on top of the rock. (was, were)

53. The author's choice of words —— noteworthy. (is, are)

54. The order of speakers —— been changed. (has, have)

55. The three characters in the book —— Beth, Jo, and Cal. (is, are)

56. He —— have, like the old Greek, to chew pebblestones in order to make a speech. (doesn't, don't)

57. There —— no signs of forced windows or doors. (is, are)

58. Mr. Roberts with his family —— spending the month at Point Pleasant. (is, are)

59. The setting of these poems —— clearly presented. (is, are)

60. Many students —— called upon to recite. (was, were)

And

Which is correct?

Mary and I —— playing tennis. (was, were)

The compound subject *Mary and I* means two people; hence the plural verb *were* is correct. As a rule compound subjects connected by *and* take plural verbs. Two exceptions are:

1. A compound subject that names one person, thing, or idea.

Oatmeal and cream *is* a good breakfast dish.
The captain and star of the football team *is* sick.
Wherein *doth sit* the dread and fear of kings.

2. Some compound subjects following the verb.

There was hurrying to and fro and tears and tremblings of distress.
There was a rabbit, a squirrel, and some pigeons.
There was racing and chasing on Cannobie Lee.

Or, Nor

Which are correct?

1. Either his pen or his book —— lost. (is, are)

Because the subject *pen or book* means one, not both, the singular verb *is* is correct.

2. Either his pen or his books —— lost. (is, are)

Because this sentence means that either one pen is lost or two or more books are lost, the verb *are* agrees with the nearer subject *books*.

(Right) Either Henry or I am going to Florida this winter.
(Better) Either Henry is going to Florida this winter, or I am.

Plural in Form But Singular in Idea

Which are correct?

1. The United States —— refused to grant independence to the Philippines. (has, have)

Has is right, because the United States is one country.

2. *Tales of a Wayside Inn* —— a group of interesting stories told in turn by a number of persons gathered about the fireplace in the Inn. (is, are)

Tales of a Wayside Inn is one book; hence *is* is correct.

3. Three-fourths of his time —— wasted. (is, are)

Is is right, because three-fourths is one part of his time.

4. Five hundred dollars —— offered for the car. (was, were)

Five hundred dollars is one sum of money; hence *was* is correct.

Each, Every, and Similar Words

1. One of the girls *is* married.
2. Neither of the sentences *is* correct.
3. Every boy and girl *was* prepared.

Each, *every*, *either*, *neither*, *any one*, *anybody*, *every one*, *everybody*, *some one*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are singular.

Collective Nouns

Which are correct?

1. The committee —— handing in its report. (is, are)
2. The committee —— unable to agree on a chairman. (is, are)

The collective noun *committee* is the name of a group. In sentence 1, because the group is thought of as a unit, the singular verb *is* is correct. In 2 the individuals are thought of; hence the plural verb *are* is required.

Practice 20

Choose the correct verb. What is the simple subject? Show that the subject is singular or plural.

1. Jane and I —— ready a half hour ago. (was, were)
2. A group of people —— striving to have the law repealed. (is, are)
3. Ralph and Harry —— with us. (was, were)
4. At present the United States —— enough protection from an airplane attack. (hasn't, haven't)
5. The number of cars used in the winter time —— increased rapidly. (has, have)
6. Only half of the people —— the language. (understands, understand)
7. In these factories a large number of children —— employed. (is, are)
8. The family —— over the catalogue and —— a big order for the winter. (goes, go) (prepares, prepare)
9. The Japanese army at that time —— mostly clad in armor, and its navy —— junk. (was, were) (was, were)
10. This church and others of the community —— a great opportunity for service. (has, have)
11. Mercury or alcohol —— used in a thermometer. (is, are)
12. The salary and hours mentioned in the advertisement —— satisfactory. (is, are)
13. Mr. Lorry and his daughter —— into the room. (comes, come)
14. Mathematics —— a difficult subject for some pupils. (is, are)
15. English and history —— the student a knowledge of his own language and country. (gives, give)
16. The comma or semicolon —— usually required between the members of a compound sentence. (is, are)
17. The coffee, corn, and syrup —— not been sent yet. (has, have)
18. The English nobility —— rural life. (likes, like)
19. Each of them —— one vote. (has, have)
20. A butter dish and a flower vase —— damaged. (was, were)
21. Neither she nor you —— in danger. (is, are)
22. Neither Seward nor James —— solved the problem. (has, have)
23. In the refrigerator —— the eggs, butter, poultry, and bacon. (was, were)
24. Either Jonson's learned play or one of Shakespeare's comedies —— being given. (is, are)

25. In the first two lines a horse and a man —— compared. (is, are)

26. There —— a large four-poster bed, a few chairs, and a dresser in this room. (is, are)

27. On the ship —— a banker and a poet. (was, were)

28. The board of education —— recognized this fact and —— installing motion-picture machines in the schools. (has, have) (is, are)

29. The homework and attendance —— checked. (was, were)

30. Among these magazines —— *The Saturday Evening Post*, *Time*, and *The National Geographic*. (is, are)

31. James and I —— about to go home. (was, were)

32. Memory selections, punctuation rules, and spelling lists, not to mention other necessary material, —— been added. (has, have)

33. The people and the house —— saved. (was, were)

34. At that time there —— no mailmen or telephones. (was, were)

35. —— the customs of China, her civilization, and her standard of living equal to those of the average civilized country? (is, are)

36. *White* and *gray* —— house. (modifies, modify)

37. How —— your mother, father, and the boys? (is, are)

38. Anybody wishing to —— allowed to pick flowers. (is, are)

39. Barbara and the housekeeper —— left alone. (was, were)

40. The designs and the blending of the color —— exquisite. (is, are)

41. In Wordsworth's poems his imagination and love of nature —— clearly shown. (is, are)

42. When —— Jane and her mother going? (is, are)

43. The committee —— appointed by the president. (was, were)

44. The committee —— about the date of the excursion. (disagree, disagrees)

45. Neither Harold nor his brother —— present. (was, were)

46. The class —— dismissed at twelve o'clock. (was, were)

47. *Poor Boys Who Became Famous* —— written by Sarah K. Bolton. (was, were)

48. Eight dollars —— too much for that pair of shoes. (is, are)

49. Two-thirds of the framework —— in place. (is, are)

50. —— Helen or George stand first in the class in American history? (do, does)

Practice 21

Jot down errors you hear in the use of verbs, and bring them to class. Be ready to correct the sentences and to give a reason for each change.

Summary

1. A verb is **transitive** if it has an object or if the subject is acted upon. Other verbs are **intransitive.**

2. A transitive verb is **active** if the subject acts. A verb in the active voice has an object.

3. A transitive verb is **passive** if the subject is acted upon.

4. **Tense** means time. The **present tense** is used for present time; the **past tense,** for past time; the **future tense,** for future time. The **present perfect tense** is used if the action is completed in the present time or extends, at least in its consequences, to the present; the **past perfect,** if the action was completed before some past time; and the **future perfect,** if the action will be completed at some point in future time.

5. **Mood** is the way in which a verb makes a statement. The **indicative mood** is used in stating a fact or asking a question; the **imperative,** in commanding or requesting; and the **subjunctive,** in expressing a wish, a condition contrary to fact, and volition.

6. *Set, lay,* and *raise* are transitive verbs. *Sit, lie,* and *rise* are intransitive.

7. To express simple future time, use *shall* in the first person and *will* in the second and third.

8. To express volition, use *will* in the first person and *shall* in the second and third.

9. In first person questions use *shall.* In second and third person questions, use the form expected in the answer.

10. *Should* is as a rule used like *shall*, and *would* like *will*.

11. A verb agrees with its subject in number and person.

You always takes a plural verb.

A compound subject connected by *and* takes regularly a plural verb.

A verb having a compound subject connected by *or* or *nor* agrees with the nearer subject.

A name that is plural in form but refers to a single object or idea takes a singular verb.

Each, *every*, *either*, *neither*, *any one*, *anybody*, *every one*, *everybody*, *some one*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are singular.

A collective noun takes a singular verb when the group is thought of as a unit and a plural verb when the individuals are thought of.

CHAPTER IX

SIMPLE SENTENCES CONTAINING PARTICIPLES, INFINITIVES, AND GERUNDS

Forms of the verb that do not make statements, ask questions, or give commands, are called verbals. Verbals, like verbs that say, ask, and command, take objects and predicate nominatives and are modified by adverbs.

The three classes of verbals are participles, infinitives, and gerunds.

Conjugation of *to see* Completed

(For the indicative mood, the subjunctive mood, and the imperative mood turn to page 97.)

INFINITIVES

	ACTIVE	PASSIVE
Present	to see	to be seen
Past	to have seen	to have been seen

PARTICIPLES

Present	seeing	being seen
Past	having seen	seen, having been seen

GERUNDS

Present	seeing	being seen
Past	having seen	having been seen

Conjugation of *to be* Completed

INFINITIVES

Present	to be
Past	to have been

PARTICIPLES AND GERUNDS

Present	being
Past	having been

Synopsis of *to call* Completed

INFINITIVES

	ACTIVE	PASSIVE
Present	to call	to be called
Past	to have called	to have been called

PARTICIPLES

Present	calling	being called
Past	having called	called, having been called

GERUNDS

Present	calling	being called
Past	having called	having been called

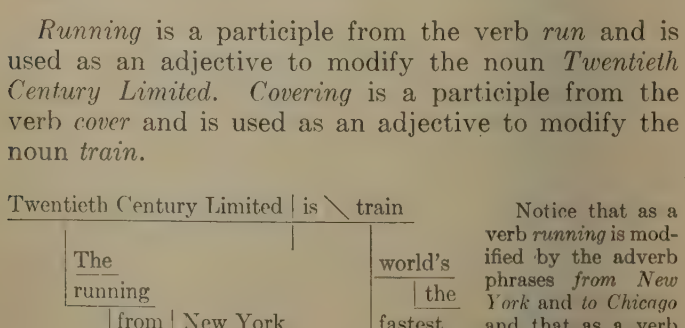
Participle

A participle is a form of the verb that is used as an adjective. The participle only names the action; it does not make a statement or ask a question.

ANALYSIS AND DIAGRAMING

1. The Twentieth Century Limited, *running* from New York to Chicago, is the world's fastest long-distance train, *covering* 976 miles.

Running is a participle from the verb *run* and is used as an adjective to modify the noun *Twentieth Century Limited*. *Covering* is a participle from the verb *cover* and is used as an adjective to modify the noun *train*.



Notice that as a verb *running* is modified by the adverb phrases *from New York* and *to Chicago* and that as a verb *covering* has the object *miles*

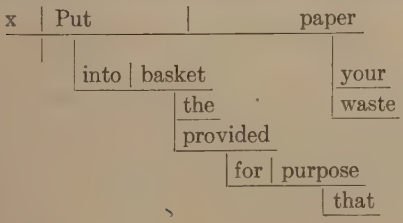
2. In the streets there are peasants, speaking in loud, sharp voices.

Speaking is a participle from the verb *speak* and as an adjective modifies the noun *peasants*.

This is a simple declarative sentence. *Peasants, speaking in loud, sharp voices* is the complete subject; *are in the streets* is the complete predicate. *There* is an expletive. The noun *peasants* is the simple subject, and the verb *are* is the simple predicate. *Peasants* is modified by the participle *speaking; speaking* is modified by the adverb prepositional phrase *in loud, sharp voices*, of which *in* is the preposition; *voices*, the object; and *loud* and *sharp*, adjectives modifying voices. *Are* is modified by the adverb prepositional phrase *in the streets*, of which *in* is the preposition; *street*, the object; and *the*, an adjective modifying *street*.

3. Put your waste paper into the basket provided for that purpose.

Provided is a participle from the verb *provide* and as an adjective modifies the noun *basket*.



PRACTICE 1

Find every participle, and prove that it is a participle. Also diagram or analyze the sentences.

1. The tourist caught in the rain on the road travels more slowly.

2. The creek running along the farm has overflowed its banks.
3. Having played baseball for three hours, Jim was tired.
4. Did you pass the test prepared by the principal?
5. Famed for its elk, buffalo, trout, natural caves, bottomless lake, needlelike rock formation, Custer Park offers high altitudes and cool breezes to the tourist.
6. Yesterday Pelée sent streams of molten rock toward the sea, burning forests and turning the land to desert.
7. The huge milk bottle, representing the first and best friend of the child, was chasing the coffeepot and the teapot, representing two of the worst enemies of child development.
8. And four hundred dollars will easily cover all expenses from the Pacific Coast, including first-class, round-trip steamer fares and accommodations at one of the best hotels.
9. Motor sleds propelled somewhat like a caterpillar tractor have been adopted in the mining fields of northern Ontario. (The adverb *somewhat* modifies the preposition *like*.)
10. Throughout the school the objective set before the students is scholarship.
11. Snow, rain, and sleet, accompanied by a high easterly wind, caused today damage estimated at hundreds of thousands of dollars in various parts of New England.
12. On the bleak hillsides of the half-mountainous region of Valley Forge, poorly clad, poorly fed, housed in log huts, the American army, constantly reduced by disease and death, suffered great hardships.

Practice 2

Making use of a participle in each sentence, build ten good sentences about books read, subjects studied, vacation, games, moving pictures, camping, hiking, travel, or work at home. (The ordinary pupil in grades seven to twelve uses only about half as many participles as the average adult.)

Using Participles

(Childish) I am not susceptible to seasickness, so I stayed on deck during the better part of the storm.

(Better) Not being susceptible to seasickness, I stayed on deck the better part of the storm.

(Childish) He was exiled from his native land, so he went to Paris to watch the French Revolution.

(Better) Exiled from his native land, he went to Paris to watch the French Revolution.

Practice 3

In each of the following there are two statements. Improve each by substituting a participial phrase for one of the statements.

1. A school of porpoises followed us for hours. They first gamboled on one side of the ship and then on the other.

2. I was tired, so I went to bed early.

3. George Young started out with fifty-two strokes to the minute. He later cut this to forty-five.

4. He took with him a hand motion-picture camera. This was completely enclosed in a water-tight steel case.

5. El Paso doubles its population every ten years in the midst of the deserts of Texas, Arizona, and New Mexico. The city is built on sand and sunshine and foreign trade.

6. In the game the Yankees made fourteen hits. These included a home run by Lazzeri.

7. Her long sleek black hair was admired by all. Her hair was plainly combed.

8. She has reached the mature age of nineteen, so she is old enough to be a camp counselor this season.

9. A muscle developer is attached to the wall of the gymnasium or private room. It is based on the principle of the bulldogging contests at the rodeo.

10. Kipling traveled in America. He spent some time in San Francisco, then came slowly east.

11. I bought this farm. I paid two thousand five hundred dollars down and assumed a mortgage for a like amount.

12. Donald Beyer completed his course in electrical engineering in Cornell University, so he began work with the General Electric Company.

13. He averaged fifteen hours a day at the wheel, and he totaled for the entire run one thousand five hundred miles.

14. She had never felt any desire for education, so she had no ambition for her son.

15. A tall man came into the room. He was dressed in rough working clothes.

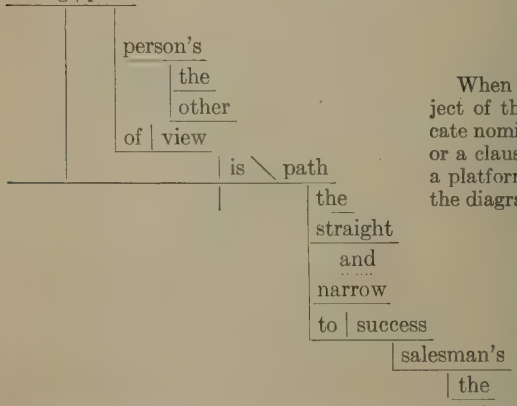
Gerund

A gerund is a form of the verb that is used as a noun. The gerund, like the participle, only names the action; it does not make a statement or ask a question.

Analysis and Diagraming

1. Seeing the other man's point of view is the straight and narrow path to the salesman's success.

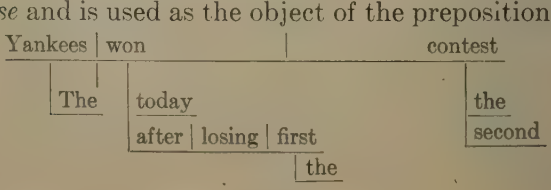
Seeing is a gerund, because it is a form of the verb *see* and is used as the subject of the verb *is*.



When the subject, object of the verb, or predicate nominative is a phrase or a clause, it is placed on a platform as indicated in the diagram.

2. The Yankees won the second contest today after losing the first.

Losing is a gerund, because it is a form of the verb *lose* and is used as the object of the preposition *after*.



Practice 4

Find every gerund, and prove that it is a gerund. Also diagram or analyze the sentences.

1. The motor truck is used for hauling goods between the small towns.
2. This coupon will prove a convenient means of renewing your subscription.
3. Her choice of a smaller camp will give her the opportunity of studying camping methods.
4. Brooklyn ended a four-game winning streak of New York by defeating the Giants today.
5. *The Column* affords a short cut to the fine art of writing a funny column for the newspapers.
6. Gehrig gives promise of becoming the popular hero of the Yankee stadium.
7. Much interest will also center around the vote for the financing of the plans for a new auditorium and gymnasium.
8. In rolling up the total, Washington Junior High captured only one first place.
9. Many boys and a few girls have found much pleasure in training their dogs and in taking part in the races.
10. The folders are very helpful in shaping our plans for the summer.

Case

Which form is preferable?

I can't count on —— helping me out very often. (his, him)

His is preferable; it modifies the gerund *helping*.

Practice 5

Select the correct pronoun according to the best usage, and tell how each is used:

1. I haven't heard about —— coming. (his, him)
2. The fountain pen may be carried in the pocket without any danger of —— leaking. (it, its)
3. Instead of —— flying the kite for fun, they flew it to study electricity. (their, them)
4. Seldom a day passes without —— giving some attention

to forming good speech and writing habits and breaking bad ones. (me, my)

5. They missed the assignment on account of —— being late. (their, them)

6. He objected to —— going. (me, my)

7. Think of —— being elected president. (his, him)

8. We were surprised at —— winning the essay prize. (his, him)

9. Father will be delighted to hear of —— trying for a place on the school paper. (me, my)

Infinitive

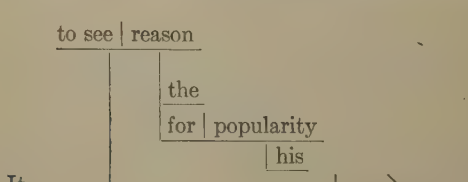
An infinitive is a verb form with *to* used as a noun, an adjective, or an adverb. *To* is commonly omitted after *bid*, *dare*, *need*, *see*, *make*, *let*, *hear*, *please*, *feel*, *help*, and sometimes after a few other verbs.

You need not *go*.
I heard him *sing*.
Please *come* to the meeting.

Analysis and Diagraming

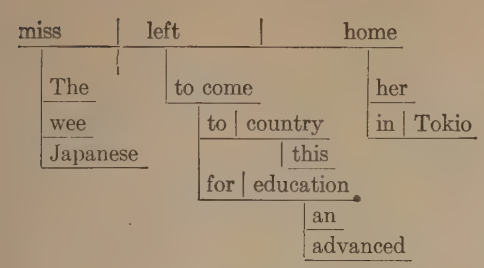
1. It was easy to see the reason for his popularity.

To see is an infinitive, because it is a verb form with *to* and is used as a noun in apposition with the subject *it*.



2. The wee Japanese miss left her home in Tokio to come to this country for an advanced education.

To come is an infinitive, because it is a verb form with *to* and as an adverb modifies the verb *left*.



Practice 6

Find every infinitive, and prove that it is an infinitive. Also diagram or analyze the sentences.

1. You will not want to miss the August number.
2. I like to know wide-awake, intelligent, upright men.
3. He couldn't spare the time to read about them.
4. How would you like to meet a shark?
5. Sea horses use the tail to anchor themselves to seaweeds.
6. To make one pound of honey, bees must visit between one hundred thousand and two hundred thousand flowers.
7. It's a treat to talk with him.
8. For several minutes I just stood there, unable to move.
9. The fish of the country have every right to set aside a day of thanksgiving for the present campaign in favor of fish-hooks without barbs.
10. To say the fitting thing in acknowledgment of a favor is something of a tax on the conversational powers of most people.
11. The ancient Greeks were unable to find any trace of the origin of eels.
12. To see a first-class circus is to get some real thrills.
13. Harold baked bread to earn money to pay his expenses in school.

Practice 7

Using an infinitive in each, build six good sentences in which you explain how to do, make, or build something, how to care for something, how to reach a place, or how to avoid making grammatical errors. Using a gerund in each, build four more sentences.

Practice 8

Find the participles, infinitives, and gerunds in these sentences, and give the syntax of each (explain its use in the sentence):

Model for Written Work

Having sat down under a tree to rest, we enjoyed watching a woodpecker at work.

Element	Name	Construction or Use	Relation
having sat	participle	modifier	of *we*
to rest	infinitive	modifier	of *having sat*
watching	gerund	object	of *enjoyed*

1. In cutting meat, a child should learn not to scrape the back of the fork prongs with the cutting edge of the knife.
2. I feel fortunate in being able to know them.
3. A Curtiss airplane, flying from Garden City to Newport, was wrecked near here tonight.
4. Forced to descend to Long Island Sound, the aviator had the good luck of being picked up by some friends in a motor boat.
5. I remembered ferrying across the Missouri River in a crude ferry made out of flat-bottomed boats tied together, propelled by paddle-wheels turned by old automobile motors.
6. Having hovered over the north pole, one of Byrd's dearest ambitions is to find the opposite end of the globe.
7. The Walt Whitman schoolhouse, bid in at eighteen dollars, is to be scrapped.
8. Really to enjoy camp life, one must acquire the art of enjoying pioneer life.
9. He sailed shortly before Christmas to spend four months in the coast waters of Hayti, and took with him a hand motion-picture camera, to take movies of the fish among the brilliant coral reefs of the tropics.
10. Loss of power due to slowing down of the centre engine caused the accident.
11. Having reached the top of the pass, Lassiter tried to roll the Balancing Rock down the side of the mountain.
12. Sitting in front of the fireplace on a severely cold February evening, Abraham Lincoln told a good story to amuse his comrades.

Punctuation

Restrictive and Nonrestrictive Phrases

Nonrestrictive phrases are set off by commas. Restrictive phrases answer the question, " Which one? " or the question, " Which ones? "

1. George Washington, having completed his second term as president, retired to Mount Vernon.

Commas are needed. The participial phrase is nonrestrictive, because it does not answer the question, " Which George Washington? "

2. A president completing his second term may wish to retire.

No commas are needed. The participial phrase is restrictive, because it answers the question, " Which president? "

3. Bob Williams, standing by the window, gave his report.

Commas are needed. The participial phrase is nonrestrictive, because it does not answer the question, " Which Bob Williams? "

4. The boy standing by the window gave his report.

No commas are needed. The participial phrase is restrictive, because it answers the question, " Which boy? "

As a rule a participial phrase at the beginning of a sentence is nonrestrictive and is therefore set off from the rest of the sentence by a comma.

5. Having studied her Latin and English, Molly went out for a game of tennis.

6. Dressed in their steel armor with their great swords and spears and mounted on their strong horses, they were a wonderful sight.

Practice 9

Punctuate the following sentences. Prove that each participial phrase is restrictive or nonrestrictive.

1. Led by their strong prince they had crossed the river.
2. Looking toward the summit of the mountain Marie saw her father and brother.
3. In September 1927 Miss Woo entered Wellesley College completing her freshman year in the following June.
4. Maurice Hammond was selected to teach science in the Penn Yan Academy during the school year commencing in September.
5. At two o'clock one morning pacing his father's library he clutches at a musty volume.
6. The Green was especially strong in the relay races finishing well up in front in every team race.
7. He walked across the clubroom smiling poised.
8. The Newark quartet turned in the fastest time for the event made in any of the interscholastic meets this season speeding over the boards in 3:33 4/5.
9. Marie Poland Fish hatched the eel's eggs thereby solving a two-thousand-year-old mystery.
10. Denmark known as a land of gardens has also a desert.
11. He held in his hand a cluster of wire kitchen goods neatly made and shining coppery in the sun.
12. We may some day see a New York City extending up the Hudson to the very gates of Bear Mountain Park.
13. At Raabjerg the sand moves in mountainous drifts driving vegetation before it.
14. Rising from the runway at Oakland airport we headed across San Francisco Bay in the direction of the Golden Gate.
15. All planes entered must be made and operated by the contestants.
16. Kneeling upon some large flat rocks along the bank of the stream several women are busily washing clothes alternately rinsing them and then soaping and rubbing them against the rock.

Absolute Construction

The absolute construction, a noun (or pronoun) and a participle used loosely as an adverb modifier, is always set off from the rest of the sentence by commas.

1. *The weather being unpleasant*, we remained indoors all day.
2. Sims fared poorly in the final heat, *Lakow of Eastern taking his measure.*
3. Rin-Tin-Tin pops up again, *this time in a picture called "The*

Hills of Kentucky." (Sometimes the participle *being* of the absolute construction is omitted.)

The italicized absolute constructions have no grammatical connection with the rest of the sentences and are set off by commas.

Practice 10

Punctuate the following sentences. Underscore the absolute constructions.

1. The game was halted by rain in the ninth the score reverting to the eighth inning.
2. He turned to her curiosity and admiration mingling in his smile.
3. Our work finished we went to the pool for a swim.
4. During the visit there Roosevelt and Burroughs named over seventy-five species of birds and fowl Roosevelt knowing all of them but two and Burroughs knowing all but two.
5. On our return trip Roosevelt's secretary being on the train Roosevelt threw himself into the dictation of many letters the wrens and the warblers already sidetracked by public business.
6. Then motorcycle cops ahead and behind they buzzed back to the hotel in a Lincoln.
7. Below and behind us we could see the blue-gray water of San Francisco Bay the islands no larger than small hillocks.
8. We had not thought of food our whole attention being concentrated on the job in hand.

Tense

Which are correct?

1. I wanted —— it. (to do, to have done)
2. —— only a part of the goods ordered, I am calling your attention to the omissions. (receiving, having received)

To decide what tense of the infinitive or participle to use, ask yourself the question, "Did the action of the infinitive or participle occur before that of the main verb?" If the answer is "Yes," use the past tense of the infinitive or participle; if "No," the present tense.

In 1 did the *doing* happen prior to the *wanting?* No. Hence the present tense *to do* is correct. In 2 did the *receiving* occur before the *calling?* Yes. Hence the past tense *having received* is right.

PRACTICE 11

Which form is correct? Why?

1. —— your advertisement in this morning's *Times*, I wish to apply for the position. (seeing, having seen)
2. It would have been better —— the work promptly. (to do, to have done)
3. I was very glad —— you last Wednesday. (to meet, to have met)
4. —— you will find an order blank for your convenience. (inclose, inclosed)
5. Not —— a reply to my letter of April 28, I am writing again and repeating the substance of my former letter. (receiving, having received)
6. I should have liked —— my vacation in Maine. (to spend, to have spent)
7. —— the championship of the city, the team elected Kelley captain. (winning, having won)
8. I fully expected —— *Captains Courageous*. (to read, to have read)
9. Foch intended —— at daybreak. (to advance, to have advanced)
10. I planned —— him in August. (to see, to have seen)

Dangling Phrases

(Confusing) Going upstairs, in the corner is a grandfather's clock.

Going seems to modify *clock*, but the clock isn't *going upstairs*. The *corner* isn't *going upstairs*. What is *going upstairs?* What does *going* modify? We have to guess, because the writer did not say exactly what he meant.

(Right) In the corner of the stairs is a grandfather's clock.

If a participle dangles because there is no word to

which it is firmly attached, we may get rid of the participle, place it near the word it modifies, or put into the sentence some word for it to modify.

(Confusing) The farm dog sat with his parched tongue hanging from his mouth feebly wagging his tail.

This sentence seems to say that the dog's mouth was wagging his tail. Of course, the reader can guess the meaning. By placing *wagging* near *dog*, the noun it modifies, the writer would make it easy to understand the sentence.

(Right) The farm dog, feebly wagging his tail, sat with his parched tongue hanging from his mouth.

(Confusing) Rushing out of the house, the airplane could be seen overhead.

No, the airplane did not rush out of the house. *Rushing* does not modify *airplane*.

(Right) Rushing out of the house, we saw an airplane.

(Confusing) At the age of twelve his grandfather died.

(Right) When George was twelve, his grandfather died.

An infinitive, a gerund, or a prepositional phrase at the beginning of a sentence should relate in thought to the subject.

Practice 12

Improve the following, and give the syntax of each participle used:

1. Walking down the street, snow-capped mountains can be seen.
2. Upon entering New York Harbor the Statue of Liberty greets the immigrants.
3. Returning home on the top of the coach, the full moon would appear and reappear, but was generally under a cloud.
4. Standing on the ferryboat, many skyscrapers can be seen.
5. After rushing about looking for a stick, fully ten more snakes had come out.
6. After riding a short time a terrible thunderstorm came up.

7. Born in New England and having lived there all his life, his poems picture that part of the country.

8. Having boarded the *Leviathan* at eleven o'clock in the morning, it sailed punctually at noon.

9. Driving down Broadway one day, a traffic policeman stopped me.

10. Turning my head in the direction of the noise, it stopped.

11. Having worked in the editorial rooms of one of the New York papers, the book appealed to me.

12. I should like to have your estimate on a garage for a single car built of stucco on hollow tile with a red roof.

13. Looking at it from the train, it seems a very high mountain.

14. The poet tells of the faces seen walking up and down Broadway.

15. After moving out here from the city the schools were very different.

16. Sitting idly by a brook one afternoon, his conscience began to prick him.

17. In applying for a position an employer would naturally select a neat and careful applicant.

18. After thoroughly enjoying our dinner our automobile was driven to the door.

19. At the age of five Emory's father died.

20. Having prepared my grammar lesson, a friend came in.

Practice 13

In a composition on the Duke of York's preparation to meet King Neptune or some initiation, ceremony, or stunt that you know about, use as many participles as are necessary to make the structure and sound of your sentences pleasing. For example, the sentence, "When the Duke of York had passed all his tests, he received a certificate which told the sea serpents, skates, pollywogs, and sharks of the new member of the Royal Order of the Deep," may be changed to, "*Having passed* all his tests, the Duke of York received a certificate, *telling* the sea serpents, skates, pollywogs, and sharks of the new member of the Royal Order of the Deep."

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THE DUKE OF YORK PREPARES TO MEET KING NEPTUNE

Draw one line under every participle and two lines under the noun or pronoun each participle modifies. If a participle dangles, rewrite the sentence.

Summary

1. **Verbals** are forms of the verb that do not make statements, ask questions, or give commands. The three classes of verbals are participles, infinitives, and gerunds.
2. A **participle** is a form of the verb that is used as an adjective.
3. A **gerund** is a form of the verb that is used as a noun.
4. An **infinitive** is a verb form with *to* used as a noun, an adjective, or an adverb.
5. Nonrestrictive phrases are set off by commas.
6. The **absolute construction,** a noun (or pronoun) and a participle used loosely as an adverb modifier, is always set off from the rest of the sentence by commas.
7. The past infinitive and past participle are used if the action of the infinitive or participle occurs before that of the main verb; otherwise the present infinitive and present participle are used.
8. Put the participle close to the word modified. An infinitive, a gerund, or a prepositional phrase at the beginning of a sentence should relate in thought to the subject.

CHAPTER X

CORRECTION OF SIMPLE SENTENCES

Syntactical Redundance

Syntactical redundance — that is a hard name for a childish mistake. *Redundance* means excess; *syntactical* means according to the rules of syntax. Hence syntactical redundance is using two words to do the same grammatical job or using words that do no useful work in the sentence. Sometimes, for example, a pronoun and its antecedent are wrongly used as subject of the same verb.

(Wrong) The squire he went to Bristol to get a ship.
(Right) The squire went to Bristol to get a ship.

(Wrong) A man doing his best he is sure to succeed.
(Right) A man doing his best is sure to succeed.

He is omitted, because it has no work to do in the sentence. *Squire* is the subject of *went; man*, of *is*.

Occasionally a preposition is carelessly repeated, has no object, has no work to do in the sentence.

(Wrong) To what class of people does your magazine appeal to?

This sentence should look about as queer to you as a lion would if he had an extra head on the end of his tail.

(Right) To what class of people does your magazine appeal?

Often a preposition is needlessly inserted.

(Wrong) Our day of Open School Week is on Tuesday, November 17.
(Right) Our day of Open School Week is Tuesday, November 17.

Tuesday is the predicate nominative of the verb *is; on* is not needed.

(Wrong) A stenographer meets with intelligent people.
(Right) A stenographer meets intelligent people.

People is the object of *meets; with* is not needed.

PRACTICE 1

Correct the following sentences. Show that each word omitted has no work to do in the sentence.

1. My mother and I we left at once.
2. The knight he was riding fast.
3. The prince he was angry.
4. The cause of my absence was on account of sickness.
5. The carbon paper is placed in between the two sheets of paper.
6. I remember of hearing him make the statement.
7. The average young man he doesn't like to start at the bottom of the ladder.
8. Jim Hawkins he turned just in time.
9. I forgot to mention about the pitch of your voice.
10. The little girl fell off of the porch.
11. The Normans having conquered England they ruled the country.
12. To what point do you wish to call his attention to?
13. The teacher stressed upon the important facts.
14. Cedric and Rowena they were going through the woods.
15. His father he couldn't pay for the ship.
16. She discussed about Judy's education with the trustees.
17. The reason for his nervousness is due to his thinking about himself.
18. Where are you going to?
19. I should like to sit opposite to you at the table.
20. My mother wants for me to study Latin.
21. In what airplane did Lindbergh fly to Paris in?
22. Sherlock Holmes was called to investigate upon the case.

Omission

Subjects, verbs, objects, and prepositions grammatically necessary are sometimes omitted.

(Wrong) By placing a period after each sentence makes the composition easier to read.

The verb *makes* has no subject. We need to insert one.

(Right) Placing a period after each sentence makes the composition easier to read.

(Wrong) Hoping to hear from you about this matter.

There is no subject. *Hoping* is a participle, not a verb form that makes a statement. To express the idea in a correct sentence, we need to insert a subject and use a form of the verb that makes a statement.

(Right) I hope to hear from you about this matter.

Sometimes useful verbs are omitted.

(Colloquial) I never have, and never will, understand chess.

(Better) I never have *understood*, and never will understand, chess.

If it were correct to say *I never have understand*, the first sentence would be correct literary English.

Which are right?

1. I have —— and spoken with him. (seen, seen him)

Seen him is correct because *seen* needs an object.

2. I —— public school. (graduated, graduated from, was graduated from)

Graduated from and *was graduated from* are correct. *Graduate* in this sense does not take an object; one does not "graduate a school."

Practice 2

Supply the needed word or words. Prove that the word or expression added is grammatically needed.

1. I admire Lincoln's love and kindness to the people of the country.
2. Namgay Doola's appearance was different from the rest of the people.
3. Thanking you for the trouble you went through for me.

4. His years of study beginning upon his return to England from Italy.

5. An old man needs some one to care for and help him.

6. The tires are of sound material and has a comfortable seat and the best coaster brake that can be put on a bicycle.

7. The history of motor tests in New York covers but a few years and are not given in the northern part of the state.

8. The name of the play is *Stop Thief* and will be held in the school auditorium on Thursday evening, May 14.

9. Hoping to see you at the meeting of the Dramatic Club on Tuesday afternoon.

10. The name of the book is *The Prince and the Pauper* and was written by Mark Twain.

11. Their noses were round like a ball, and had very small round mouths.

12. I expect to graduate the Roosevelt High School.

Misplaced Modifier

(Wrong) One day they went hunting in a large forest in the month of May.

(Right) One day in the month of May they went hunting in a large forest.

(Wrong) He can now use the money formerly spent for drink for life insurance.

(Right) He can now use for life insurance the money formerly spent for drink.

(Right) The money formerly spent for drink he can now use for life insurance.

For life insurance tells how he can use the money, modifies *can use*, and should therefore be near the verb.

(Colloquial) The handbook only costs twenty-five cents.

(Right) The handbook costs only twenty-five cents.

Only modifies *twenty-five* and should be placed near it.

Practice 3

Improve the following sentences by placing modifiers close to the words modified. If you change

the position of a word or phrase, tell what it modifies.

1. William's store wants girls to sew on buttons on the second floor.
2. The result might be a good licking for getting our clothes wet from our parents.
3. Eastern High School publishes a magazine three times a term called *The Lantern*.
4. You need not get up for that iceman with a Frigidaire.
5. I missed the two first lessons.
6. I can only stay one night this week.
7. My horse soon grew tired galloping and started to trot much to my relief.
8. Wendy has a dog for a nurse by the name of Nana.
9. I was even too scared to move.
10. My uncle took a few at a time in his car home.
11. I have only received part of the goods ordered.
12. The biggest news of the week was the Yale-Harvard football game according to my way of thinking.
13. The dictionary only costs two dollars.
14. The poetry quoted above by William Shakespeare is my favorite memory selection.
15. Now the magazine introduces a new writer to its readers by the name of Roger Burlingame.
16. The poor boy can attain as much success as the well-to-do boy even with all his handicaps.
17. Near by sat a man playing cards with a red necktie.
18. A fair maiden is trying in vain to protect her new spring bonnet from an unmerciful April shower with a piece of newspaper.
19. The teacher read several sentences at the beginning of the period containing similar errors.
20. On October 17, I lost a man's silk umbrella with a black ivory handle on a Jackson Avenue car at 8:15 in the morning.

Misplaced Correlative Conjunctions

(Wrong) He neither succeeded in athletics nor scholarship.
(Right) He succeeded in neither athletics nor scholarship.

Neither . . . nor are correlative conjunctions connecting *athletics* and *scholarship*. The conjunctions should be placed just before the words connected.

PRACTICE 4

Correct these sentences. What are the correlative conjunctions in each sentence? What words do they connect?

1. He neither succeeded as a clerk nor as a mechanic.
2. The president's policy is capable neither of good nor ill.
3. A salesman must not know only his own line but also the goods of his competitors.
4. Every hour of the day we are intimately associated either with coal itself or one of its by-products.
5. The book not only increases one's knowledge of birds but also of reptiles, insects, and mammals.
6. *The Outlook* is not only valuable to the pupil in English but also in history.

Parallel Structure

As a rule, *and* and *but* connect like grammatical elements; for example, two nouns, two predicates, two adjectives, two adverbs, two prepositional phrases, two infinitive phrases, or two participial phrases.

(Wrong) The room was small and with practically no furniture.
(Right) The room was small and had practically no furniture.

In the incorrect sentence, *and* connects the predicate *was small* and the prepositional phrase *with practically no furniture*. In the correct sentence, *and* connects the predicate *was small* and the predicate *had practically no furniture*.

(Wrong) I retired without any dinner and feeling miserable.
(Right) Without any dinner I retired feeling miserable.

In the wrong sentence *and* connects the prepositional phrase *without any dinner* and the participial phrase *feeling miserable*. In the right sentence there is no *and*.

(Wrong) The boys planned to ride the pony and other sporting things.
(Right) The boys planned to ride the pony and to enjoy other sports.

In the wrong sentence *and* connects the infinitive *to ride* and the noun *things*. In the right sentence *and* connects the infinitive *to ride* and the infinitive *to enjoy*.

Practice 5

Explain just what the error in each sentence is, and correct the sentence. Prove that every *and* and *but* used connects like grammatical elements.

1. Abraham Lincoln was tall, brown hair, a small beard, and a few wrinkles on his forehead and cheeks.
2. Strangers were entertained in Greece by having wine and meat set before them and to have the best minstrel in the country play for them.
3. Doola was of Irish stock, red hair, and very blue eyes.
4. Dunstan deserved the death he met, because he was untruthful, dishonest, and a drunkard.
5. Egeus is stern, wishes to be obeyed, and quick-tempered.
6. Many people consider being able to talk and be at ease in conversation an important part of their education.
7. I enjoy a long walk and then to lie down beside a brook.
8. Gallegher was a boy of little education, of poor parents, and striving for a position in the office of a New York paper.
9. The study of English enlarges one's vocabulary and one's understanding of business matters and in reading good literature and poetry.
10. Buck smashed the pumpkin open by hitting his head against it and eating the pieces.
11. Every student should learn self-control and to be courteous.
12. The screen spreads the sand on each side of the wheel and thus preventing the car from skidding.

Summary

1. Do not use a pronoun and its antecedent as subject of the same verb.
2. Cross out unnecessary prepositions.
3. Do not omit a necessary subject, verb, object, or preposition.
4. Place modifiers near the words modified if clearness requires this arrangement.

5. Correlative conjunctions should be placed just before the words they connect.

6. As a rule *and* and *but* connect like grammatical elements; for example, two nouns, two adverbs, two prepositional phrases, or two infinitives.

CHAPTER XI

COMPOUND SENTENCES

How to Recognize Compound Sentences

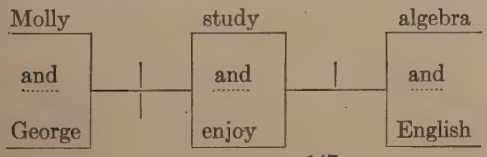
A compound sentence is made up of two or more simple sentences. Commonly a conjunction is used to join the simple sentences. Simple sentences joined to form a compound sentence are called independent clauses.

A clause is a part of a sentence that has a subject and a predicate.

Which of these sentences is compound? Which is made up of two or more simple sentences joined by a conjunction?

1. Molly studies algebra.
2. Molly and George study algebra.
3. Molly and George study algebra and English.
4. Molly and George study and enjoy algebra and English.
5. Molly likes algebra, but George prefers English.

Number 5 is the only compound sentence. Sentences 1, 2, 3, and 4 are simple, because each has one subject and one predicate. The subject of the second is compound; the subject and the object of the third are compound. Number 4 has a compound subject, a compound verb, and a compound object, but is not made up of two simple sentences.



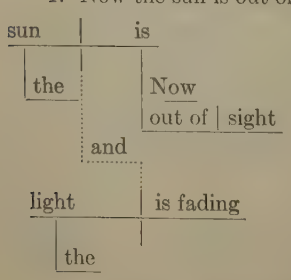
PRACTICE 1

Which two sentences are compound? Which two are simple sentences with compound subjects? Which two simple sentences have compound predicates? Which two have compound objects? Which have compound subjects and compound predicates?

1. Grandfather glanced around the circle of absorbed faces, and in his eye twinkled consent.
2. Walter had no horse, ox, or mule.
3. Before breakfast Charles and George fed the horses and carried wood into the kitchen.
4. The men wear blue smocks, brown trousers, and little misshapen caps.
5. Harvey and his two sisters are playing golf.
6. Walter owned a wooden plow with an iron point but had no horse to pull it.
7. His tangled beard was yellow, and his matted hair fell down to his shoulders.
8. The Reesers and the Dunns drove to San Francisco and then sailed for Japan.
9. The Green Mountains and the White Mountains are in New England.
10. The women are barcheaded and wear large full skirts.

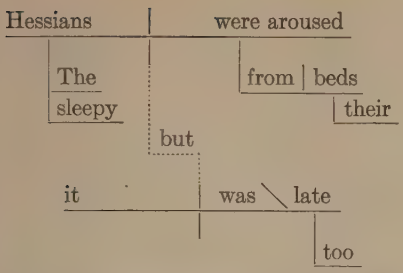
Analysis and Diagraming

1. Now the sun is out of sight, and the light is fading.



The dotted line shows that the two independent clauses are grammatically connected. The preposition *out of* is two words.

2. The sleepy Hessians were aroused from their beds, but it was too late.



To diagram a compound sentence, find the simple sentences, diagram them, and place the conjunction on a dotted line between them.

3. They were mounted on big horses, and each had a shield and a spear.

This is a compound sentence consisting of two coördinate clauses joined by the conjunction *and:* (1) *they were mounted on big horses* and (2) *each had a shield and a spear.*

The subject of the first clause is the pronoun *they;* the complete predicate is *were mounted on big horses.* The simple predicate is the verb *were mounted. Were mounted* is modified by the adverb phrase *on big horses,* in which *on* is the preposition; *horses,* the object; and *big,* an adjective modifying *horses.*

The subject of the second clause is the pronoun *each;* the complete predicate is *had a shield and a spear.* The simple predicate is the verb *had,* which is completed by the two objects *shield* and *spear,* joined by the conjunction *and* to make a compound object. *Shield* is modified by the adjective *a;* and *spear,* by the adjective *a.*

Practice 2

Diagram or analyze these sentences:

1. It was rough work and many of them got bruises and bumps.
2. Walter, the father of Ernest, was a tall man, but his back was bent by hard labor.
3. His shirt was patched, and he fastened it about his waist with a piece of rope.

4. These fields would seem very small to us, but in those days people did not have any machines.

5. Houses, barns, and mills were left in ashes, and their owners reduced to poverty.

6. Then I married, and we started life with about two thousand dollars in the bank.

7. Action is plentiful, and the book is informative.

8. The doors slid aside, and a group of doctors walked in.

9. The three Polos looked like beggars; but into their rugs was sewn amazing wealth in rubies, carbuncles, sapphires, diamonds, emeralds, pearls, and other precious stones.

10. Recently many attacks have been made on the game of football, but the majority of these have not stood up under fire.

Punctuation

Notice the punctuation:

1. A slippery, fumbled football was scooped up by Sam White, and without slackening in his stride he tore down the field for the winning touchdown.

2. In appearance the shearer is not much different from any other working man, but his life is quite different.

3. To a stranger it is a thing of everlasting interest to watch the natives dive for coins, while to the boys it is but another easy way to glean coppers from the pocket of the visitor.

In sentences 1, 2, and 3 the conjunctions *and*, *but*, and *while* join the clauses of the compound sentences, and commas precede the conjunctions. As a rule a comma is used between the principal parts of a compound sentence if they are joined by a conjunction (*and*, *but*, *or*, *nor*, *so*, *yet*, *while*, *though*).

4. Charles Ray is the young man with brass buttons, tin hat; and May McAvoy, as the pleasing heroine, marries him in a smoky fade-out.

In sentence 4, because the clauses are long and are subdivided by commas, a semicolon precedes the conjunction.

5. George Thompson was elected president of the Chess Club; Will Durant, secretary; and Arnold Mosely, treasurer.

In sentence 5 the commas take the place of the omitted verbs, and semicolons are used between the clauses.

6. Kipling built a house near Brattleboro, Vermont, and there his first child, Josephine, was born.

Sentence 6 is like sentence 4; there are commas within the clauses. Yet because the clauses are somewhat shorter, a comma is used between them. In this sentence either a comma or a semicolon is correct. Usage varies.

7. Instantly the tumult started; the men yelled and beat upon tom-toms and trees.

8. Some pupils are not eager to improve their speech and writing; indeed they are satisfied with both their English and themselves.

Semicolons are needed in 7 and 8, because there are no conjunctions between the clauses. *Indeed* is an independent adverb. Other independent adverbs used between clauses are *moreover, consequently, thus, hence, therefore, besides, also, then, nevertheless, still, otherwise,* and *likewise.*

The important rules are:

1. If there is a conjunction between the clauses, use a comma.
2. If there is no conjunction, use a semicolon.

Practice 3

In each sentence what are the independent clauses? Is there a connecting word between the clauses? If so, is it a conjunction or an independent adverb? Punctuate the sentence, and give a reason for each mark inserted.

1. His tangled hair was turning white and he had a long rough beard.

2. An antler is of solid bone throughout growing from the skull it is shed every year close to the skull and quickly renewed.

3. She was thin and somewhat angular but her face bore all the indications of nobility of soul and a cheerful disposition.

4. Pitch your voice low a high voice is likely to become unpleasant.

5. Some are satisfied with their work during the past term most of us however are not.

6. Rabbit and Possum each wanted a wife but no one would marry either of them.

7. Epinard sets his own pace outguesses other horses and jockeys and his favorite trick is to come flashing up from behind in the last lap.

8. Orang-utans usually live in colonies numbering from forty to sixty and the largest and most powerful is chief.

9. Behind these came other representations of the foods that are good for the health of children they included Pat Spinach Charlie Carrot Humpty-Dumpty Eggs and all the best fruits.

10. Memorizing is play thinking is real work.

11. The little romance interwoven in *Captain Blood* makes it delightful for girl readers while the fights and thrills make it a boy's book.

12. Talk fishing and you hit me in my weak spot.

13. On account of extremely dry weather prevailing in Japan rice transplanting operations have been delayed and fear is expressed as to this year's crop.

14. There is an increasing amount of motor camping in the East but to view this new manner of touring in all its democratic carefree glory you should go west of the Mississippi River.

15. Bagdad makes nothing itself but trades with the four corners of the earth it trades in wool from Mosul and the Persian tribes in gum arabic dropped from the trees of Arabia in rugs from Turkestan and in ponies destined for polo in India.

Summary

1. A **compound sentence** is two or more simple sentences joined commonly by a conjunction.

2. The simple sentences joined to form a compound sentence are called **independent clauses.**

3. A **clause** is a part of a sentence that has a subject and a predicate.

4. The important punctuation rules are:

a. If there is a conjunction between the independent clauses, use a comma.

b. If there is no conjunction, use a semicolon.

CHAPTER XII

COMPLEX SENTENCES CONTAINING ADJECTIVE CLAUSES

Relative Pronoun

Subordinate means of lower rank. A subordinate clause is used like a noun, an adjective, or an adverb. A complex sentence has one independent clause and one or more subordinate clauses.

1. The boy *who* raises the best chickens will be given a prize.

The relative pronoun *who* connects the subordinate clause *who raises the best chickens* with the noun *boy*. *Who* is used instead of *boy* as the subject of *raises*. *Boy* is the antecedent of *who*.

2. The lake *which* we crossed was a mile wide.

The relative pronoun *which* connects the subordinate clause *which we crossed* with the noun *lake*. *Lake* is the antecedent of *which*.

3. He is the best pitcher *that* the team has had in years.

The relative pronoun *that* attaches to its antecedent *pitcher* the subordinate clause *that the team has had in years*.

4. He asked *what* I meant.

The relative pronoun *what* introduces the subordinate clause *what I meant*, but has no antecedent.

Who, *which*, *what*, and *that* are the four commonly used relative pronouns. *As* when used with *such* or *same* is a relative pronoun: " My answer is the same *as* yours." Most relative pronouns attach subordi-

nate clauses to their antecedents. *What* never has an antecedent.

DECLENSION OF *WHO* AND *WHICH*

	Singular and Plural	
Nominative	who	which
Possessive	whose	whose
Objective	whom	which

In referring to things without animal life, *of which* is often used instead of *whose*.

The old house the kitchen *of which* is quaint and interesting is falling down.

What and *that* always have the same form.

Meaning of Adjective Clause

Notice how adjective clauses are used:

1. The *truthful* boy is trusted.
2. The boy who tells the truth is trusted.
3. *Mountain* trails are velvety.
4. Trails which lead through the mountains are velvety.
5. He lived on a *busy* street.
6. He lived on a street where there was much traffic.
7. Solomon was a *wise* king.
8. Solomon was a king who showed much wisdom.

In sentences 2, 4, 6, and 8 the subordinate clauses are used like the italicized adjectives in sentences 1, 3, 5, and 7 as modifiers of the nouns *boy*, *trails*, *street*, and *king*. Because these clauses do the work of adjectives, they are called adjective clauses. An adjective clause modifies a noun or a pronoun.

How to Recognize an Adjective Clause

Find the adjective clause in the sentence:

I know an intelligent business man who lives in Amsterdam.

The first verb is *know*. *I* is the subject; *man* is the direct object; *an*, *intelligent*, and *business* modify *man*.

The second verb is *lives*. *Who* is the subject. *In Amsterdam* modifies *lives*. Because *who lives in Amsterdam* modifies *man*, it is an adjective clause.

Also see how adjective clauses are connected with the words they modify:

1. Tennis is the game *that* I like best.
2. Tennis is the game I like best.
3. Boys *who* play tennis learn to think quickly.
4. It is a ten minutes' walk to the place *where* I play tennis.

Adjective clauses are commonly attached to the words they modify by the relative pronouns *who*, *which*, and *that*. Sometimes, as in number 2, the relative pronoun is omitted. Sentence 4 shows that the connective may be a subordinate conjunction — commonly *when*, *where*, or *why*.

Practice 1

Select the adjective clause in each sentence:

1. In Cuba there are many harbors that rank among the finest in the world.
2. The lowlands that stretch from the mountains to the coast of Java are very fertile.
3. In parts of Central America are found ruins of temples made by Indians who held the land centuries ago.
4. A book I like is *Up from Slavery*.
5. Borneo, one of the largest islands in the world, consists mainly of a central plateau from which several ranges branch into the lowland along the coast.
6. Washington, having refused to accept any reward for the long years he served, journeyed to Annapolis, where Congress was in session, to resign his office as commander-in-chief of the American army.
7. A million dollars has just been spent by the Standard Oil Company in drilling for oil that wasn't there.
8. Radio aërials should never be attached to electric-light poles or at any other place where they might touch power lines.
9. These two volumes consist of the letters and telegrams Colonel House wrote and those he received.
10. It is the little things that count.

11. High upon the roster of those who responded to the call were the telephone operators.

12. The United States is a country that offers an opportunity for service to every citizen.

13. The problem of unemployment, which varies from year to year, is becoming more acute throughout the country.

14. The conditions under which people live have an important influence on their health, efficiency, and character.

15. You told me the best joke I ever heard.

Analysis or Diagraming

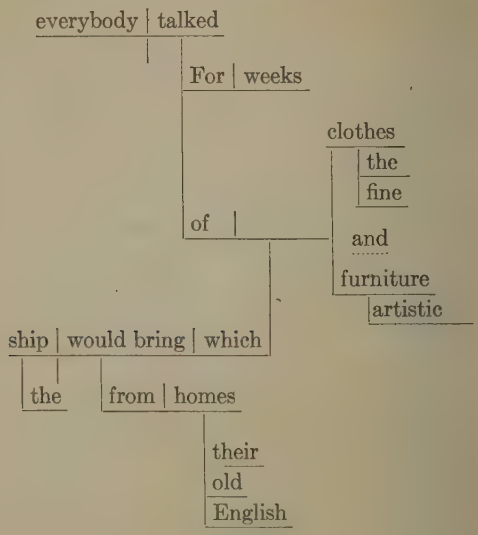
1. Washington hastened to Mount Vernon, his stately home, which still stands on the banks of the Potomac.

This is a complex sentence. The independent clause is *Washington hastened to Mount Vernon, his stately home;* the subordinate clause, *which still stands on the banks of the Potomac.*

In the principal clause the subject is the noun *Washington.* The complete predicate is *hastened to Mount Vernon, his stately home.* The verb *hastened* is the simple predicate. *Hastened* is modified by the adverb phrase *to Mount Vernon, his stately home,* in which *to* is the preposition; *Mount Vernon,* the object; *home,* a noun in apposition with *Mount Vernon;* and the pronoun *his* and the adjective *stately,* modifiers of *home.*

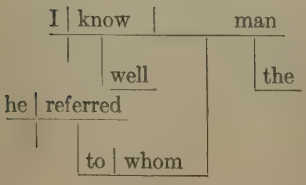
The subordinate clause is introduced by the relative pronoun *which* and modifies *Mount Vernon.* The subject is *which.* The complete predicate is *still stands on the banks of the Potomac.* The verb *stands* is the simple predicate. *Stands* is modified by the adverb phrase *on the banks,* in which *on* is the preposition; *banks,* the object; *the,* an adjective modifying *banks. Banks* is modified also by the adjective phrase *of the Potomac,* in which *of* is the preposition; *Potomac,* the object; and *the,* an adjective modifying *Potomac.*

2. For weeks everybody talked of the fine clothes and artistic furniture which the ship would bring from their old English homes.



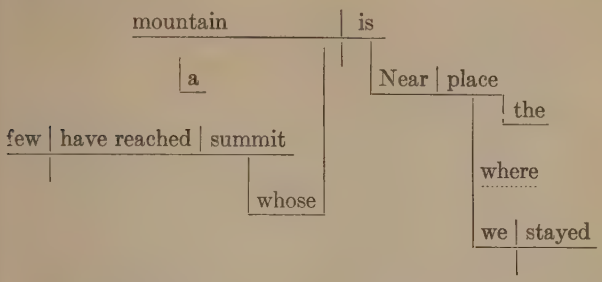
The line attaching *which* to the prepositional phrase shows that the relative pronoun connects the subordinate clause with *clothes* and *furniture*. The adjective clause modifies *clothes* and *furniture*. The antecedent of *which* is *clothes* and *furniture*.

3. I know well the man to whom he referred.



The connective word is the object of the preposition *to*.

4. Near the place where we stayed is a mountain whose summit few have reached.



The connective word in the first subordinate clause is placed on a dotted line, because it is a subordinate conjunction. In the second subordinate clause the relative pronoun *whose* modifies *summit* and attaches to its antecedent *mountain* the subordinate clause.

Practice 2

Analyze or diagram these sentences:

1. Successful salesmanship consists of selling a good article to a person who needs it.

2. He killed a mosquito with a blow that would have demolished an African lion.

3. Are the robin and the wren the only birds that sing throughout the year?

4. A machine which does the work of dozens of pick-and-shovel men has been built to dig ditches.

5. To my mind the only democratic sport is one in which everybody plays the game.

6. To make money is probably the poorest ambition any boy can have.

7. The joy of again meeting characters of a story to whom you have previously been introduced is akin to the pleasure of meeting old friends.

8. To Massasoit, who protected the Pilgrims, King James sent a silver pipe, which the Indian chief prized above all his other possessions.

9. Like Nobel, who invented dynamite, Hudson Maxim, the perfecter of smokeless powder in America, who died at Lake Hopatcong on Friday, abhorred war.

10. General Lincoln led the defeated army to an open field, where it laid down its arms.

11. In some of the private schools the Belgian Juniors are subscribing for wash-basins, toothbrushes, and soap, which are provided by the state in the public schools.

12. In the schools where some of the children were formerly dirty and unkempt there is now a healthy rivalry in order and cleanliness.

13. Pictures of a race which for generations had superstitiously shunned the camera recently were obtained by two hardy scientists of the American Museum of Natural History in that portion of Lapland above the arctic circle.

14. It is the duty of the House to impeach any official who breaks his oath of office.

15. Those who dwell among the mountains dislike the plains.

16. The annual American Bowling Congress, which met in Kansas City, was attended by fifteen thousand bowlers.

Case of Pronouns

Study the sentences:

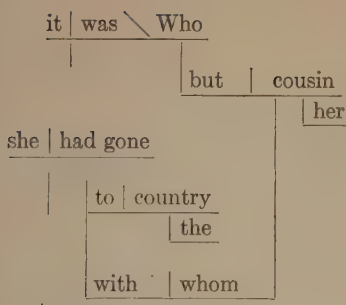
1. The men —— King Richard met in the woods were nobles in disguise. (who, whom)

Which is correct, the nominative *who* or the objective *whom?* To answer this question, we must find the use of the word in its clause, *whom* (*who*) *King Richard met in the woods.* The natural order of this clause is *King Richard met whom* (*who*) *in the woods. Whom* is correct because it is the object of *met.*

2. We should vote for the man —— we know will give the people a square deal. (who, whom)

We know are bothersome words, because, although they are thrown into the adjective clause, they do not belong to it. They are parenthetic. Hence the adjective clause is *who will give the people a square deal. Who* is the subject of the verb *will give.*

3. *Who* was it but her cousin with *whom* she had gone to the country?



Because the relative pronoun *whom* relates to its antecedent *cousin* and connects the subordinate clause with the independent clause, the modifier line extends from *cousin* to *whom*.

The diagram shows that *who* and *whom* are correct.

Practice 3

In each of the following sentences is *who* or *whom* the proper form of the pronoun according to literary usage? What is the adjective clause in each sentence? What is the use of the relative pronoun in each adjective clause?

1. The candidate —— most people believe will be elected is a lawyer.
2. We shall be glad to send a copy of the pamphlet to any person —— you think would be interested.
3. The newsboys, —— he had expected would hail him as a comrade, hardly noticed him.
4. Mr. Smith went to the home to find a girl —— he could send through college.
5. Huckleberry had a friend —— he often met.
6. He was a man —— one could trust.
7. The man —— he met was a hero.
8. The majority of people who cannot read or write just vote for the candidates —— their friends vote for.
9. Punctuality helps the school, the pupils, and the teacher, —— we shall consider first.
10. We have also our good friends, Sherman and Ryan, —— many of you will remember entertained us last year with their harmonious songs and comedy.
11. Bill Cæsar, —— many of you have heard over the radio, will be at the piano, and Bill will also lead us in song.

12. It could not have been we —— you told.
13. The story is about a winged horse ——, people think, goes faster than the wind.
14. Even dad, ——, sad to say, was not feeling well, enjoyed the party.
15. It was my uncle —— I had not recognized in the dark.
16. Now I have time to devote to those ——, like yourself, I hope will be my particular customers.
17. She married an artist —— she met in Europe.
18. We like to accept favors from those —— we can repay.
19. She is the one —— we think will be chosen.
20. The electors vote for the person —— they wish for president.

PRACTICE 4

Build four good sentences in which *who* is used correctly in adjective clauses and four in which *whom* is correct.

Agreement of Verb with Subject

Study the sentence:

This is one of the problems that —— for settlement. (cry, cries)

Which is correct, the singular *cries*, or the plural *cry?* A verb agrees with its subject in number and person. The subject *that* is not hard to find, but what is its number? The form *that* is the same for the singular and the plural. Because a pronoun agrees with its antecedent in number and person, we need to find the antecedent, the word to which the pronoun refers. Which is it, *one cries for settlement* or *problems cry for settlement?* Because the second is the meaning, *that* agrees with its antecedent *problems* in the plural number and takes the verb *cry* in the plural number.

PRACTICE 5

In each of the following which verb form is correct? What is the adjective clause? What is the antecedent of the relative pronoun?

1. He is one of those who always —— the day's work. (does, do)

2. A doctor or a nurse that —— a soft and gentle voice is worth more than one with a harsh and loud voice. (has, have)

3. It is I that —— mistaken. (am, is)

4. She is one of those who —— no knack in household ways. (has, have)

5. Is it Ralph or Marion who —— at the head of the class? (stand, stands)

6. It is one of those stories that —— your hair stand on end. (makes, make)

7. They have stiff bristles, which —— up dirt and thread. (picks, pick)

8. First you take the alcohol or mercury, which —— colored, and fill the tube. (is, are)

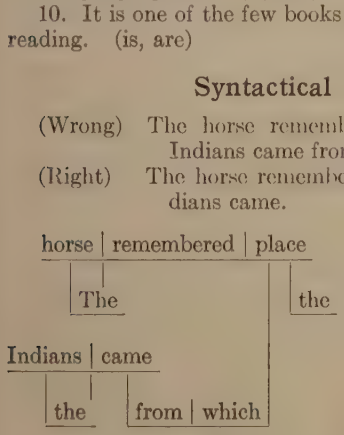
9. He is constantly coming across new words that —— useful in everyday speech. (is, are)

10. It is one of the few books that —— not spoiled by frequent reading. (is, are)

Syntactical Redundance

(Wrong) The horse remembered the place from which the Indians came from.

(Right) The horse remembered the place from which the Indians came.



The diagram shows that there is no office, use, or function for the second *from*.

Practice 6

Correct the following sentences. Diagram or analyze the correct sentences.

1. Macaulay explains the state of mind in which Johnson was in on account of his hardships and privations.

2. He is one on whom I can rely upon in time of need.

3. The Phæacians gave Odysseus a ship in which he went home in.

4. In China, of which speakers often tell about, conditions are improving.

Arrangement

Which is clearer?

1. I received the saws which I sent for two weeks ago, yesterday.
2. Yesterday I received the saws which I sent for two weeks ago.

Yesterday modifies *received* and should be placed in the principal clause, which is *yesterday I received the saws*.

Practice 7

Improve the following sentences. In each correct sentence what is the principal clause? The subordinate clause?

1. We reached the place where we were going to camp about ten o'clock.
2. Woodrow Wilson delivered a speech at the acceptance of the farm on which Lincoln was born by the United States government.
3. Many employees give service which they are not paid for willingly and cheerfully.
4. I consider Macaulay one of the best authors I have read for several reasons.
5. Never wipe hands that have fruit juice on them on a napkin.
6. The father, not knowing his son, wounded him in the battle and then recognized a piece of jewelry he had given his wife on his son.
7. Most of us would not litter the block on which we live with paper.
8. After graduating from high school in June, I shall apply for admission to the college I choose as soon as possible.

Correct Pronouns

Study the pronouns in these sentences:

1. Calvin Coolidge, *who* was born in a little room behind a store in Plymouth, became president of the United States.
2. His excuses, *which* were rather flimsy, were disregarded.

3. These are the best painters *that* have ever worked for me.
4. Such excuses *as* you give are worthless.

Who refers chiefly to persons; *which*, to animals and things; *that*, to persons, animals, or things. The relative pronoun *that* is used only in a clause which, if omitted, would change or destroy the meaning of the principal clause. In the third sentence the omission of the subordinate clause *that have ever worked for me* would change the meaning of the independent clause; hence the subordinate clause is necessary or restrictive.

As is used as a relative pronoun after *such* and *same*.

What never has an antecedent.

(Wrong) The boy what I met at the pool showed me how to float.

(Right) The boy whom I met at the pool showed me how to float.

Practice 8

In each sentence supply a correct pronoun (*who, whom, which, that, as*), and give the reason:

1. These figures are taken from the *Railway Age Gazette*, —— in turn took them from a German magazine.
2. These treaties are not of such a nature —— will cause us trouble.
3. Some banking institutions —— are doing an illegal business prevented the passage of the bill.
4. Let us give Mr. Worboys such congregations —— he deserves, and such —— will be a credit to Union Church.
5. The standing army consisted of six men, of —— Doola was one.
6. *Huckleberry Finn* is the story of a boy —— was brought up by a widow.
7. I saw a tall, stout lady with a small dog —— she called Fido.
8. We walked in the direction from —— the sound came.
9. The doomed ship was saved all because of a little pigeon —— risked its life for the passengers.

10. In our small gymnasium a class is unable to do such exercises with the Indian clubs —— would be possible in a larger gymnasium.

11. The men —— were engaged on the work were good artisans.

12. This bill provided for a ten per cent excess tax on concerns —— employ children.

13. Bring to the meeting such gifts —— you yourself would enjoy receiving if you were away from home.

14. Davy Jones is an evil man —— sailors believe in.

15. This is the ball —— I brought.

16. The money could be given to such students —— show by their marks that they are ambitious.

17. That is the topic —— she is going to write on.

18. This is the girl —— was hurt.

19. The deer —— escaped were fortunate.

20. Nelly was the horse —— we were allowed to ride.

21. There he finds a number of men one of —— was Mr. Bartell's son.

22. The wise man is like a bird —— stays by itself.

23. Everything —— is beautiful must be protected by some one.

24. He barred from the club any person —— he disliked.

25. The states —— had in a noble moment given up their rights were not so enthusiastic about losing them.

PRACTICE 9

In good sentences about topics of your own choice use *who*, *which*, *what*, *that*, and *as* correctly.

Punctuation

Which subordinate clauses are necessary to the meaning of the principal clauses?

1. People who help others are respected.

2. St. Francis of Assisi, who spent his life helping others, is one of the great men of history.

3. Pupils who neglect their daily work do not win scholarships.

4. James Beach, who expects to study engineering in Columbia University, won a state scholarship.

Without the subordinate clauses the first and third sentences are: *People are respected* and *Pupils win*

scholarships. These statements are meaningless; for some people are respected, some are not, and some pupils win scholarships, and some do not. Because removing the subordinate clauses spoils the meaning of the independent clauses or leaves them incomplete, the subordinate clauses are called necessary or restrictive and are not set off by commas.

Without the subordinate clauses the second and fourth sentences, *St. Francis of Assisi is one of the great men of history* and *James Beach won a state scholarship*, make good sense. The subordinate clauses are unnecessary or nonrestrictive and are set off by commas.

Another way to find out whether a subordinate clause is restrictive or nonrestrictive is to see whether it answers the question, " Which one? " or the question, " Which ones? " The adjective clause in the first sentence tells which people are respected; in the third, which pupils do not win scholarships. Hence these clauses are restrictive and are not set off by commas. In the second and fourth sentences the subordinate clauses are nonrestrictive, and commas are used, because the clauses do not answer the questions, " Which St. Francis of Assisi? " and " Which James Beach? "

Practice 10

Punctuate the following sentences. Give the syntax of every subordinate clause, and prove that the clause is restrictive (necessary) or nonrestrictive.

Model for Syntax of Clauses

The Royal Road to Romance, which was rejected by seven publishers, has earned a million dollars for the company that accepted it.

which was rejected by seven publishers — subordinate adjective clause modifying *The Royal Road to Romance*

that accepted it — subordinate adjective clause modifying *company*

1. We have never done anything to assist those pupils who find it hard to remain in school.

2. To open a fruit jar run a knife under the edge of the cover which then comes off easily.

3. The chipmunk which is somewhat smaller than the gray squirrel lives on nuts and berries.

4. The pupils who are compelled to leave school because of lack of funds are the very ones who would work hardest for an education.

5. *Men of Iron* which was written by Pyle is an interesting book.

6. Every pupil who is interested in school news views and writing will buy the school paper.

7. Merlin then gave Arthur to a good knight who brought up the child.

8. *Silas Marner* which we read last term appealed to me more than any other novel I have read.

9. Namgay Doola had the only gun which would really shoot.

10. He could not live with his mother whom he loved dearly.

11. It was a happy moment for Oldroyd when he received the $50000 check.

12. Farther on his heavy path led down toward the spruce forest in the valley where the moose now lurked in the shadow.

13. Hamilton Fyfe tonight relinquished his editorship of the London *Daily Herald* a labor newspaper of which he has made a notable success.

14. General Lincoln who had been compelled to give up his sword at Charleston now by Washington's orders received the British sword.

15. There was no sign as yet of the neglect and unjust treatment which Spain was later to bestow upon her greatest benefactor.

16. Our next stop was Ausable Chasm which is indeed a picturesque place.

17. The Hoosic Board of Trade which is made up of the progressive merchants of the city is planning a campaign to bring to the people of the community the value of doing their Christmas shopping early.

18. Like many another university Harvard has reached a point at which she feels obliged to pick choose and restrict her entrants in kind and number.

19. Human hands have little to do with making the clothes you

wear the cars you ride in the papers you read and the lights you read by.

20. The schoolhouse in which Walt Whitman taught was bought this morning for eighteen dollars by Frank Velsor a carpenter who will demolish it on Monday and sell it as second-hand building material.

Practice 11

Using the ideas in each sentence or group of sentences, write an effective sentence containing an adjective clause. Give the syntax of the adjective clause, and tell whether it is restrictive or nonrestrictive. Give a reason for each punctuation mark used.

1. The house was built of mud. They lived in this poor little house.

2. The little fleet sailed directly for the Canary Islands. Here final preparations for the voyage were made.

3. Bemis Heights, a short distance south of Saratoga, had been fortified by Kosciusko. The Americans occupied this point.

4. The champion has accepted an offer to swim in Philadelphia. She will depart for that city on Thursday.

5. Carlyle thought that, if a person has books, he has about everything needed for intellectual life. I agree with him.

6. The elimination of the rover changed the game from seven to six players. This is the only change of importance in hockey in the past few years.

7. Professor Pupin is well known to the public. There are few such American scientists.

8. Thousands of the rural population of Brazil are bitten annually by poisonous snakes. One of the national problems of Brazil is to save the lives of these people.

9. The reporters turned to the conductor. He answered their questions.

10. The biological survey desired to secure specimens of carbon from the Rainy Pass country, so we went after the specimens.

11. We saw there only one flower new to me. It was the Indian pink.

12. Refusing to accept any reward for his long years of hard service, Washington hastened to Mount Vernon, his stately home,

to enjoy once more with his family and friends the delights of the Christmas time. His house still stands on the bank of the Potomac not far from Washington.

13. Amy had traveled through Europe with her aunt. She reached home on Christmas day.

14. Love of adventure was the directing force in the life of Joseph Conrad. Conrad's rise to fame is as romantic as his stories.

15. Mary Antin was eager to become a scholar. She asked her mother every day to let her go to school.

Summary

1. A **subordinate clause** is used like a noun, an adjective, or an adverb.

2. A **complex sentence** has one independent clause and one or more subordinate clauses.

3. Most **relative pronouns** attach subordinate clauses to their antecedents. *What* never has an antecedent.

4. An **adjective clause** modifies a noun or a pronoun.

5. To determine the case of a relative pronoun, find its use in its own clause.

6. A verb agrees with its subject in number and person (review). A relative pronoun agrees with its antecedent in number and gender.

7. The mistake of using in a sentence a word which has no office, function, or use is called **syntactical redundance** (review).

8. As a rule place a modifier close to the word modified (review).

9. *Who* refers chiefly to persons; *which*, to animals or things; *that*, to persons, animals, or things. *As* is used as a relative pronoun after *such* and *same*.

10. A nonrestrictive phrase or clause is set off by commas.

CHAPTER XIII

ADVERB CLAUSES

What an Adverb Clause Is

Look at these sentences:

1. He came *quickly*.
2. He came when he was ready.
3. There stood an old-model flivver shaking *violently*.
4. There stood an old-model flivver shaking as if it had the ague.
5. *Yesterday* we climbed Mount Vesuvius.
6. When we were in Naples, we climbed Mount Vesuvius.

In sentences 2, 4, and 6 the subordinate clauses are used like the italicized adverbs in 1, 3, and 5 as modifiers of the verbs *came*, *shaking* (a participle is a verb form), and *climbed*. Because these clauses do the work of adverbs, they are called adverb clauses. Adverb clauses, like adverbs, modify verbs, adjectives, and adverbs.

How to Recognize an Adverb Clause

Find the adverb clause in the sentence:

While I write, I hear the rumble and roar of thunder.

The first verb is *write*, *I* is its subject, and *while* is a subordinate conjunction. Because *while I write* modifies *hear* by telling when I hear, it is an adverb clause.

Notice how adverb clauses are connected with the words modified:

1. *Although* few people are aware of the fact, there are class distinctions among tramps.
2. *When* a trumpet was blown, they rushed at each other as fast *as* their horses could go.
3. Were I living in Montreal, I should enjoy tobogganing.

Adverb clauses are commonly attached to the words modified by subordinate conjunctions: *although* in sentence 1 and *when* and *as* in sentence 2. Sometimes, as in number 3, the subordinate conjunction is omitted.

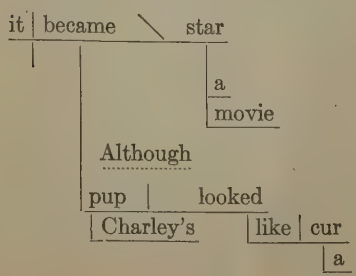
Practice 1

What is the adverb clause in each sentence? What subordinate conjunction connects each clause with the word modified?

1. As Adams and Hancock escaped across the fields together, the cracking of rifles reached their ears.
2. When you enter a classroom, go at once to your own seat.
3. My salary jumped, for overtime was time and a half.
4. Until gasoline engines are greatly improved, a continuous airplane voyage around the globe will not be an easy adventure.
5. They were forced to land their machine on the ice after they had gone five hundred fifty miles without finding land.
6. No man is happy until he stops thinking of himself.
7. I have never seen anybody as happy as Will was.
8. Walter Johnson was a star pitcher for the Senators when he was twenty-two years old.
9. As she walked up the street, supporting herself on her staff, the chill wind shook her tiny body.
10. The blanket slid to the floor as the old man took the fiddle and stood up.

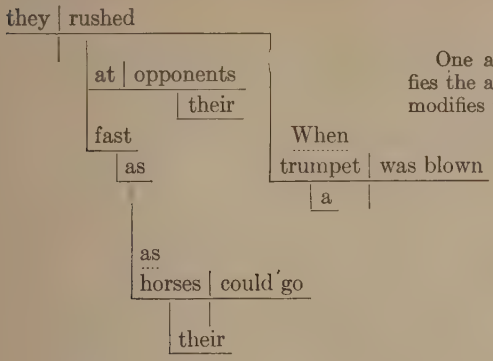
Analysis or Diagraming

1. Although Charley's pup looked like a cur, it became a movie star.



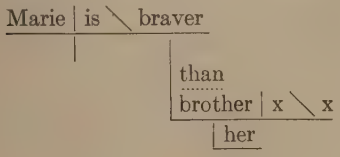
The adverb clause modifies the verb *became*. The subordinate conjunction is placed on a dotted line above the rest of the clause.

2. When a trumpet was blown, they rushed at their opponents as fast as their horses could go.



One adverb clause modifies the adverb *as;* the other modifies the verb *rushed.*

3. Marie is braver than her brother.



The adverb clause modifies the adjective *braver.* The *x*'s show that *is brave* is understood.

Practice 2

Analyze or diagram the following sentences:

1. The only sad note in Huck's boyhood came when his mother died.
2. If we had stopped at hotels, my bank roll would have lasted about three days.
3. As he approached the little group near the lounge, the men turned to him eagerly.
4. Simon went home and when his father died became the lord of the castle.
5. He was sunburnt until he was nearly brown in color.
6. Smells are surer than sounds and sights.
7. While I write, I hear the child's breathing as she sleeps in her cozy bed.
8. I must have been about thirteen years old when, in the Adirondack Mountains of New York, I shot my first deer. (*Years*

is a noun used like an adverb — adverbial objective. Diagram it as if it were an adverb.)

9. Although the Northmen's vessels were only large, open boats, they did not fear to make voyages upon the stormy Atlantic.

10. We leaned against tree trunks, and ate and drank as though we had never had a meal before. (The subordinate conjunction is *as though*.)

Practice 3

Find the subordinate clauses. Which are adjective clauses? Which are adverb? What word does each clause modify?

1. When my parents bought me a pup, I was happy.

2. One of the most intelligent dogs I know looks up at aviators when they fly low, and barks.

3. There are many people now living whose fathers saw the introduction of photography.

4. Stand with anybody that stands right. Stand with him while he is right, and part with him when he goes wrong. — Lincoln

5. When it was cold, all he could do was shiver.

6. After I received my parents' consent, I bought a large black Newfoundland dog whose name was Nigger.

7. Archie, who had been listening intently, looked stubborn but interested.

8. We are interested in things we know something about.

9. My eye went a little greater distance into Connecticut, where I lived as a boy; to the Massachusetts coast, where I used to sail a catboat in summer; to the upper end of New Hampshire, where my father had a cabin right at the tree line in the White Mountains.

10. Although most people are naturally kind, it seems to be beyond the power of most men who can shoot to see living wild animals without desiring to reduce them to carcasses.

11. The success of any hostess is measured by the skill with which she puts her guests at ease.

12. Few men regret the things they haven't said.

13. O what a tangled web we weave,
When first we practice to deceive.

14. With a rapidly beating heart I mounted the stairs to the hall, where we took off our wraps.

15. The tiger does not advertise his presence and invite his enemies by the roaring in which the lion delights to indulge.

Punctuation

Introductory Clause

Study the punctuation of these sentences:

1. When a man is wrong and won't admit it, he always gets angry.
2. Although we may be unconscious of our mistakes in English, others notice them.
3. Because Waller did not know how to farm well, his family sometimes didn't have much to eat.

In each sentence the adverb clause comes before the independent clause and is followed by a comma. The comma may be omitted after a restrictive introductory clause, especially a short one.

Nonrestrictive Clause

Study the punctuation of these sentences:

1. Dad likes the radio very much when somebody interesting is announcing.
2. Ruth's pay will be three dollars a minute if he gets that $100,000.
3. An entire month has passed since the floods of the Mississippi Valley began.
4. It will be perfectly brilliant down there under the sea, for most of the deep-sea fishes carry their own lighting plants.
5. Prices have advanced steadily, as you know.
6. An intelligent boy should complete his high-school course, whether he likes to study or not.

The comma is used to set off nonrestrictive clauses.

Without the adverb clauses the first three sentences are: *Dad likes the radio very much; Ruth's pay will be three dollars a minute;* and *An entire month has passed.*

The first and second are untrue, and the third is meaningless. Dad likes the radio only at times; Ruth's pay will be three dollars a minute if he receives what he is asking for. Because removing the

adverb clauses spoils or changes the meaning of the independent clauses, the adverb clauses are restrictive and are not set off by commas.

Without the adverb clauses the last three sentences, *It will be perfectly brilliant down there under the sea; Prices have advanced steadily;* and *An intelligent boy should complete his high-school course,* make good sense. Hence the adverb clauses are unnecessary or nonrestrictive and are set off by commas.

The *what one* test often helps us to find the restrictive clauses. In 1 the adverb clause answers the question, "At what one time?" in 2, "If what one thing happens?" in 3, "Since what one event?"

Always use a comma before *as, since,* or *for* when the clause gives a reason.

Practice 4

Punctuate the following sentences. Give the syntax of every subordinate clause. Justify each punctuation mark. Show that each clause is restrictive or nonrestrictive.

1. I went to bed early for I was tired.
2. Elephants trumpet when they scent danger.
3. As the days passed Stevenson grew fond of Modestine.
4. Pussy dozes as crowds hurry by or watch fire fighters.
5. He won the championship because he wouldn't be beaten.
6. I know the prospects of advancement in the company are excellent for the executives are selected from the ranks.
7. When his employer asks him about a subject he understands he answers promptly and accurately.
8. When Ralph got off the train he looked for Uncle Harry who had promised to meet him at the station.
9. The farmer is much keener in his reasoning than he is given credit for by the average city man.
10. In Africa the people of some of the native tribes track their enemies by the sense of smell almost as a hound does.
11. When the little girl sat down to eat her nurse would always correct her.

12. Just as the sable knight was about to kill Arthur Merlin struck the knight with his wand.

13. When the lever of the fountain pen is pressed down the ink is drawn into the pen.

14. It was nearly dark when they got off the car in Shore Park.

15. When the wart-hog went to ground I thought it a piece of good luck as I could dig it out at my leisure.

16. As every one knows a high school would not seem complete without a school paper.

17. The camper finds that his wood has been cut for the state does not care to have its forests hacked by ambitious but unskilled seekers after fuel.

18. Edward F. Keating was in the lead in the Lake George marathon swim as the contestants tonight had covered more than fifteen miles of the course.

19. While we were eating the orchestra played stirring and soothing selections.

20. During his summer vacation Jack acted as a Boy Scout leader since he likes the outdoors and enjoys the hardships of camp life.

The Upside-Down Sentence

Which is better?

1. My mother and I were walking home from the village when a rabbit popped out of the woods and nervously watched us approach.

2. While my mother and I were walking home from the village, a rabbit popped out of the woods and nervously watched us approach.

The important or principal thought should be in the independent clause. Is the popping out of the rabbit or the walking home from the village the point of the sentence? Because the principal thought is that the rabbit popped out and watched nervously, number 2 is better than number 1.

Practice 5

Improve these sentences by putting the principal thought in the independent clause. Give the syntax of the adverb clauses. Justify every comma used.

1. I was just about to sit down at the table again when I heard some mysterious footsteps on the stairway.

2. We were just leaving Syracuse when we had a blow-out.

3. They had been fishing only a short time when they caught two large trout.

4. I sat there under the trees when two soldiers came out of the mosque.

5. It opened on June 1, when scaffolding covered most of the building and few of the exhibits were in place.

6. I was riding in the subway this afternoon at about three o'clock when I lost my pocketbook.

7. One hot summer day I was sitting on the porch of our house, when the mailman came up and handed me a letter from Japan.

8. I was mowing the lawn when a gray squirrel climbed to the top of the elm tree in front of the house.

Practice 6

Make each compound sentence into a complex sentence by changing an independent clause to an adverb clause.

Example

(Compound) My companion was in the midst of an anecdote, and the steamer whistled for Old Forge.

(Complex with adverb clause) While my companion was in the midst of an anecdote, the steamer whistled for Old Forge.

1. We spent four years in Japan, but we did not meet any Japanese statesmen.

2. It rained hard all day, so we stayed in our tent and read.

3. He walked down the gangplank on to the wharf, and some of the men lifted their hats and cheered.

4. Our city things were packed and ready, so we were able to leave camp at five o'clock.

5. Scarlet tanagers are commonly found in open woods, but they often come out into fields, parks, and orchards.

6. *Huckleberry Finn* wasn't in the library, so I decided to read *The Prince and the Pauper*.

7. The King of Portugal pretended to reject Columbus's scheme, but he sent a secret expedition to test the ideas of Columbus.

8. Very solemn religious services were held, and then Columbus with three vessels and about one hundred sailors began the world's most famous voyage.

9. I was passionately fond of reading, so most of my weekly allowance was spent on books.

10. The snow will melt in the spring, and the Colorado River will be a raging torrent.

Practice 7

Write about books, sports, studies, vacation, hobbies, pets, or exciting experiences ten forceful sentences containing adverb clauses. Give the syntax of each adverb clause. Give a reason for each comma used.

Summary

1. An **adverb clause,** like an adverb, modifies a verb, an adjective, or an adverb.

2. If the adverb clause comes before the independent clause, it is as a rule followed by a comma.

3. The comma is used to set off nonrestrictive clauses and phrases (review). Always use a comma before *as*, *since*, or *for* when the clause gives a reason.

4. The principal thought of a sentence should be in the independent clause.

CHAPTER XIV

COMPLEX SENTENCES CONTAINING NOUN CLAUSES

How to Recognize a Noun Clause

See how noun clauses are used:

1. *Victory* seemed impossible.
2. That we should win seemed impossible.

In sentence 1, *victory* is the subject of *seemed;* in 2 the clause *that we should win* is the subject.

3. Do you know some worth-while *books?*
4. Do you know what books are worth reading?

In 3 the object of *know* is the noun *books;* in 4 the object is the clause *what books are worth reading.*

5. His *statement* was worth hearing.
6. What he said was worth hearing.

In 5 *statement* is the subject of the verb *was;* in 6 the clause *what he said* is the subject.

7. One reason for his failure is *lack* of study.
8. One reason for his failure is that he didn't study hard enough.

In 7 the noun *lack* is a predicate nominative after the verb *is;* in 8 the clause *that he didn't study hard enough* is the predicate nominative.

Clauses like these, which do the work of nouns or are used like nouns, are called noun clauses.

Practice 1

Find the noun clauses in these sentences, and tell how each is used:

Model for Written Work

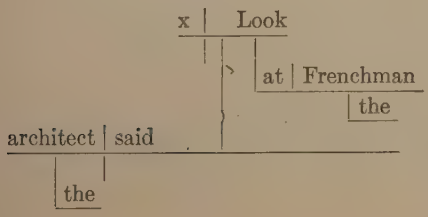
A newspaper reporter asked Mr. Ford how it feels to be a billionaire.

The noun clause *how it feels to be a billionaire* is object of the verb *asked*.

1. In my experience I have found that one cannot make dogs work by beating them.
2. That no dog will develop proper racing qualities through fear of his master is a well-established fact.
3. It is often said that water transportation is cheap. (The noun clause is in apposition with *it*.)
4. In the Adirondacks and Catskills city motorists find that the state has prepared camp sites for them.
5. The newspapers announce that George Eastman, the maker of kodaks, will return to Africa for a second big game hunt.
6. Six bands and two calliopes will tell downtown Syracuse that a ranch is on parade.
7. Last week news came from the White House that only four official dishes have been broken since 1918.
8. I don't know whether it was generous of us, or merely silly.
9. The first speaker attempted to prove that the United States government should have control over child labor.
10. Nobody really knows who the newcomers are or whence they came.
11. Do you know that a banana has a high food value?
12. Has it ever occurred to you that some advertisements catch the eye very quickly?

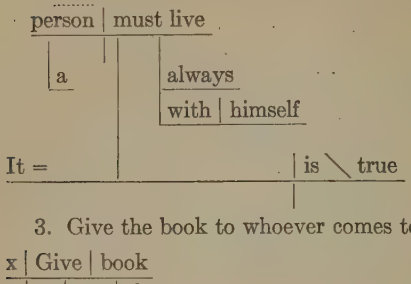
Analysis or Diagraming

1. "Look at the Frenchman," said the architect.



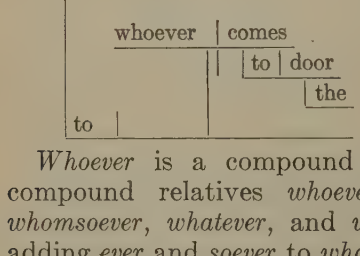
Noun clauses are placed on platforms. The noun clause is object of the verb *said*.

2. It is true that a person must always live with himself.



The noun clause is in apposition with *it*. The subordinate conjunction *that* is placed on a dotted line above the clause which it introduces.

3. Give the book to whoever comes to the door.



The noun clause is object of the preposition *to*.

Whoever is a compound relative pronoun. The compound relatives *whoever*, *whosoever*, *whomever*, *whomsoever*, *whatever*, and *whatsoever* are formed by adding *ever* and *soever* to *who*, *whom*, and *what*. Compound relatives do not have antecedents.

Practice 2

Analyze or diagram these sentences:

1. Is it true that only one invention in two thousand is a commercial success?
2. Joseph C. Lincoln says that writing stories is hard work.
3. Investigation showed the owl had maimed several hens before being scared out.
4. The question for debate is: Should the United States have a department of education with a secretary in the President's cabinet?
5. Nowadays good doctors agree that almost everybody should drink six or eight glasses of water a day. (*Day* is a noun used like an adverb — an adverbial objective. Diagram it as if it were an adverb.)

6. One lesson learned was that Washington needed more authority.

7. Remember you can't lift yourself by downing others.

8. The doctors say, also, that two-thirds of the weight of the body is water.

9. That the story is founded on fact is doubtful.

10. Who shall say which is wiser?

11. It is unfortunate that sport should not be better recorded in the histories of man.

12. It suddenly dawned on me that I had never cared a great deal for camping.

13. I shall go to the game with whoever invites me.

14. Tell me why your cat was named Trixie.

15. Do you remember where the book was bought?

That

When *that* introduces a subordinate clause, it is a relative pronoun if *who*, *whom*, or *which* can be substituted for it; otherwise a subordinate conjunction.

(Subordinate conjunction) Remember that conversation is an interchange of thoughts and ideas.

(Relative pronoun) The road that led to the bridge was thickly shaded by overhanging trees.

Practice 3

Find all subordinate clauses. Which are noun clauses? Which are adverb? Which are adjective? How is each clause used?

1. When we asked the *Cleveland* for a true bearing from her radio compass, we knew we were slightly north of her course.

2. Thus it was Pupin who in 1915 gave to telephony probably its most important contribution.

3. While her children were in school, she made her home in historic Gettysburg, where her life was a full and busy one.

4. A German biologist vows that the orang-utan can sing.

5. If you had put that six dollars out at interest and kept reinvesting it, in twelve years it would have doubled itself.

6. Mr. Drum, who for years was a Boy Scout executive, said when he was called on that no other pleasure equals in value the joys of the outdoors.

7. Any dog which has not been licensed by November 4 is in danger of being scooped into a net by officers of the S. P. C. A. and taken to the pound, where it will cost the owner two dollars to return him to his kennel in the back yard.

8. Changes in football which the rules committee made on March 5 are likely to have a greater effect upon the game than anything done to it since the adoption of the forward pass.

9. When I was in Africa, I found places where elephants had dug in the sand.

10. During the conference the railroad officials said that they were preparing to handle bumper harvests.

11. It has long been said that a photograph lacks the human touch of the painter.

12. In all the world there are few more charming views than that from the slopes of the Imperial Valley of California.

13. A really clever young man knows that his opinions are crude and worth little beside those of more experienced men and women.

14. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, and feet that might have served for shovels.

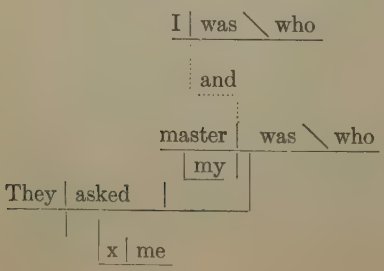
Case

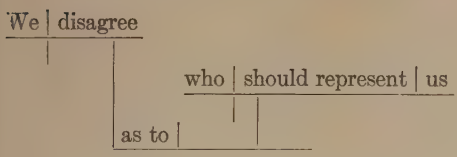
Which are correct?

1. They asked me —— I was and —— my master was. (who, whom) (who, whom)

2. We disagree as to —— should represent us. (who, whom)

The diagrams answer the question. In sentence 1 the two clauses are the compound object of *asked*. In 2 the preposition *as to* is two words.





PRACTICE 4

Two of the italicized pronouns are incorrect. Which are they? Why are they incorrect? Show by diagraming or in some other way that the italicized pronouns in eight of the sentences are correct.

1. He didn't know to *whom* he gave the football.
2. Wamba told Cedric *who* he was.
3. *Whom* do you think I am?
4. She believed that it was *I* who called.
5. I do not know by *whom* the picture was painted.
6. *Whom* do you expect will undertake the journey?
7. *Who* was it I was dreaming about?
8. I seemed destined to bring ruin on *whoever* showed kindness to me.
9. She didn't know it was *I*.
10. The woman asked me *whom* I was picking the strawberries for.

Punctuation of Quotations

Study the punctuation of these sentences:

1. "How much are these table apples?" asked a business man of his grocer.
2. "I'll wash the dishes while you get the tent up," I said.

Quotation marks inclose a direct quotation. In 1 a question mark follows the quoted question; in 2 a comma is placed after the quoted statement.

3. "A man's own good breeding," Chesterfield says, "is the best security against other people's ill manners."
4. "Eat at your table," says Confucius, "as you would eat at the table of a king."

When a quoted sentence is broken by an expression

like *Chesterfield says*, two pairs of quotation marks are used. Notice that *is* in 3 and *as* in 4 begin with small letters and that the quotation marks follow the commas and periods.

5. "Courageous talk is easy," he says; "courageous deeds are hard."

The semicolon is needed after *says*, because without *he says* the sentence is: "Courageous talk is easy; courageous deeds are hard."

6. "Land looked mighty good to us," said Smith. "We didn't know what moment our gas would give out."

Number 6 shows how to punctuate and capitalize two or more quoted sentences. Note the period after *Smith* and the capital in *we*.

7. A modest, a natural, a well-prepared man uttered this command: "You may fire when ready, Gridley."

If the quotation is long or is introduced by *as follows*, *this*, *thus*, *these words*, or a similar expression, the colon is placed before it.

Practice 5

Punctuate and capitalize these direct quotations. Give a reason for each punctuation mark or capital inserted.

1. The speaker said do you want back the old corner saloon
2. Don't you think said the captain to his soldiers that you can seize the fortification opposite
3. This is the most dramatic view in the world he said here we will put a great hotel
4. The question at issue was this shall lagrange have sunday movies
5. What! I cried do you think I've lived for eight years in calcutta for nothing
6. But the honorable sir knows said he that it was made by hand in the ancient city of benares

7. I must be off he said I'm lunching with my brother at the pennsylvania hotel
8. Property can be paid for said the speaker lives cannot be
9. We are delighted beyond measure said commander byrd to have landed the america on the shores of france
10. An audience in naples is extremely critical he said
11. Science says to him keep your teeth clean and they will be healthy
12. Don't be satisfied with one he said buy as many as you can

Word Order in Indirect Quotation

Which are correct?

1. He asked the villagers —— Rip Van Winkle. (did they know, whether they knew)
2. He asked me —— going to the ball game. (am I, whether I was)

In the direct question the verb or part of it comes before the subject; in the indirect question the subject commonly precedes the verb. Hence *whether they knew* and *whether I was* are correct.

Practice 6

Improve these sentences:

1. The mystery was how did the jay transport her eggs from the nest.
2. She asks Mr. Miller where is his wife.
3. Mary Walters now wonders who is the man.
4. He asked could he have the croquet balls.
5. He asked me am I going to the football game.

Using Noun Clauses

Practice 7

In rewriting these sentences, substitute a good noun clause for a phrase or another expression. Give the syntax of the noun clauses in your sentences.

1. Dog racing started in Alaska to find out the best sled dogs for racing and for endurance.

2. Here he learned of the death of the brave King Richard.
3. Do you realize the importance of correct and forceful English?
4. The nurse told us about the dirty, unsanitary homes of the children.
5. You will be glad to learn of Gilbert's becoming a faithful squire and then a good knight.

Practice 8

Using a noun clause in each sentence, write eight forceful sentences about the United States, your state, your school, your home, good manners, animals, historical subjects, or the Marken street scene shown in the picture.

Summary

1. A clause used like a noun is called a **noun clause.**
2. The comma is used to set off a short direct quotation.
3. The colon precedes a quotation if it is long or introduced by *this*, *these*, *as follows*, *these words*, or a similar expression.
4. Quotation marks inclose a direct quotation.
5. The quotation mark always follows the comma or the period.
6. In the indirect question the subject commonly precedes the verb.

A Marken Street Scene

CHAPTER XV

CORRECT VERBS AND PRONOUNS IN SENTENCES CHIEFLY COMPLEX

Because more than three-fourths of the grammatical errors made by pupils are mistakes in the use of verbs and pronouns, this chapter calls for much additional practice in using correctly these two troublesome parts of speech.

Tense

Action Extending to the Present Time

Which is correct?

Since the war of 1812 "The Star-spangled Banner" —— the hearts of the American people. (stirred, has stirred)

The present perfect is correct, because the stirring is an action which extends to the present, not a particular action in past time.

(Wrong) Did the bell ring yet?
(Right) Has the bell rung?

The *yet* shows that the speaker wishes to ask about all time up to the present minute, not a particular past time. The present perfect tense is used if the action is complete at the present time or extends, at least in its consequences, to the present.

A Particular Action in Past Time

Which are correct?

1. The steamship *Providence*, which sailed from New York on March 5, —— at Messina on Saturday, April 9. (arrived, has arrived)

2. That day a soothsayer —— to Cæsar, "Beware the Ides of March." (says, said)

The arriving and the saying are particular actions in past time. Hence the past tense forms *arrived* and *said* are correct.

PRACTICE 1

Complete these sentences. Tell the tense of each verb inserted, and explain why this tense is required.

1. Modern history is the record of events that —— recently. (happen)
2. How many times —— to go somewhere and —— how to get there? (did you want, have you wanted) (did not know, have not known)
3. Yesterday I —— the shirts you referred to in your letter of May 6. (ship)
4. I —— last summer for Mr. Keyes. (work)
5. No doubt you would like to know how I am getting along since I —— school. (leave)
6. Washington —— that education is especially important in a democracy. (say)
7. After the delivery of my last speech I —— that I controlled my pitch very much better than usual. (passive of *tell*)
8. Ever since I entered high school, I —— to tell you about our school. (wish)
9. The Republican presidential candidates —— successful in 1920 and 1924. (be)
10. We —— in business over sixteen years. (be)
11. A friend of my father —— me an order last week for a four-tube set. (give)
12. Since 1881 various immigration-restriction laws ——. (passive of *adopt*)
13. Last week I —— your letter. (receive)
14. This book —— in 1846, almost a hundred years ago. (passive of *publish*)
15. Lincoln and Emerson —— of humble birth. (be)

Action Prior to a Past Time

Which are correct?

1. At twelve o'clock he asked me for a package which his daughter —— there that morning. (left, had left)

The past perfect tense *had left* is correct, because the leaving occurred before the asking. The past perfect tense represents action prior to some past time.

2. Silas Marner remembered that he —— his knife to William Dane. (gave, had given)

The giving occurred before the past act of remembering; hence the past perfect *had given* is needed.

Practice 2

Complete the following sentences. Give the tense of each verb inserted, and explain why this tense is required.

1. Silas, who —— unjustly accused, turned to a life of solitude. (be)
2. He asked me for the pencil which I —— for him in Tarrytown. (buy)
3. Five minutes later I was lying on the sand wondering what ——. (happen)
4. It was the first time he —— a man in three years. (see)
5. The crew untied the bag of winds which Æolus —— to Odysseus. (give)
6. When I reached home, I discovered that I —— my pen. (lost)
7. When Rip Van Winkle awoke, he thought he —— only one night. (sleep)
8. We struck such a bad bump that I should have been pitched out of the car if it —— not for my uncle Joe. (be)
9. Miss Watson told Huck that Moses —— dead a long time. (be)
10. When Wamba heard that his master —— by bandits, he tried to get help. (passive of *capture*)
11. When they —— out at sea a few days, an old Spanish sailor came up to the skipper. (be)
12. On his way home Chad heard that the Major, who —— him in to shelter him years before, was dead. (take)
13. The children woke up early and went to see whether Santa Claus —— them toys. (bring)

14. When they —— about two or three weeks, they began to come to icy waters. (sail)

15. Robin Hood knew that he —— into their trap. (fall)

16. Egeus told Lysander that he —— to give his consent to the marriage. (decide)

17. My brother ran to see what —— to me. (happen)

18. That evening we all agreed that we —— a wonderful day. (have)

19. King Neptune's helpers were some of the crew and some passengers who —— the equator before. (cross)

20. If Nancy —— that Eppie was Godfrey's child, she would have adopted her. (know)

General Truth

Which is correct?

He said that Venus —— a planet. (is, was)

Venus always has been a planet and always will be a planet. The present tense is used to express what is customary or always true.

Practice 3

Insert the correct verb form. Give the reason.

1. As we were walking across the desert, we realized how necessary water ——. (is, was)

2. We next went to see a tiny lake which —— called the "Bath Tub." (is, was)

3. The Capitol, which we visited first in Washington, —— a large white building with a dome on the top. (is, was)

4. We had for dinner the kind of meat I ——, which —— chicken. (like, liked) (is, was)

5. Our teacher told us that water —— when it freezes. (expands, expanded)

Practice 4

About topics of your own choice write two good sentences illustrating the correct use of each of these tenses: present, past, present perfect, past perfect.

Careless Tense Shift

Which is correct?

He sees his dark-eyed queen and —— fall a tear into the sand. (let, lets)

Because *sees* is in the present tense, the present tense *lets* is needed. We should not carelessly shift from the past to the present or the present to the past.

Might, Could, Would, Should

Which is correct?

Jim said he —— tell the whole story. (will, would)
Rudolph said that he —— be absent. (may, might)

Might, *could*, *would*, and *should*, not *may*, *can*, *will*, and *shall*, are used after a past tense. Because *said* is in the past tense, *would* and *might* are correct.

Practice 5

Insert the correct verb form. Give the reason.

1. Of course, I didn't run because that —— have made it worse for me. (may, might)
2. Chad's mother dies, and Chad —— left an orphan. (is, was)
3. They broke up the furniture they —— like. (don't, didn't)
4. Rip Van Winkle was a good-natured, obedient, hen-pecked husband who —— any kind of profitable labor. (dislikes, disliked)
5. Mildred asked to have the life of her committee extended so that it —— investigate service clubs in other schools. (may, might)
6. Silas was kind and fatherly to Eppie for eighteen years and —— her love and respect. (deserves, deserved)
7. I first read the whole examination paper and jotted down answers I —— forget. (may, might)
8. William Dane knew that Silas —— be alone that night with the dying minister. (will, would)
9. I asked my mother if we —— go. (may, might)
10. The maiden prayed that she —— be saved from the angry river. (may, might)

11. We decided what we —— do the next day. (shall, should)
12. The judge said that he —— give me three days to find a champion. (will, would)

Practice 6

Correct all mistakes. Four sentences are correct. Give a reason for each change made.

1. Just then Dr. Livesey come in.
2. He hadn't ought to undertake the trip alone.
3. After we had finished the outline, we were ready to write the composition.
4. You had ought to have gone to the concert.
5. About five o'clock we walked home, talking of the fun we had that day.
6. I give that book to you yesterday.
7. If every one does his share, the school would be kept clean.
8. If I had have been there, I could tell you more.
9. When we were there a few days, my mother suggested that we walk to the village.
10. The question whether the city should provide pupils with free transportation to and from their homes is being discussed for the last few months.
11. My cousin, who had lived in the country all his life, was an expert berry picker.
12. Geometry has been studied for two thousand years before the birth of Christ.
13. The teacher told us that water is composed of oxygen and hydrogen.
14. He promised that he will buy his ticket from me.
15. I have worked last summer for the Jason Stationery Company.
16. She feared that some accident has happened to Fido.
17. When my father had been in the army for ten years, he was made captain.
18. Puck was a knavish little sprite who plays tricks on the village folk.
19. I didn't study my lesson yet.
20. For instance, take a person who is down to his last dollar and had just spent fifteen cents of it for a movie to get warm.
21. When I reached home, I discovered that I forgot my suitcase.

Shall, Will, Should, and Would

Indirect Quotation

Direct Quotation	Indirect Quotation
He says, "I *shall* do the work."	He says that he *shall* do the work.
He says, "You *will* do the work."	He says that you *will* do the work.
He says, "John *will* do the work."	He says that John *will* do the work.
He says, "I *should* do the work."	He says that he *should* do the work.

In an indirect quotation use the auxiliary that would be used if the quotation were direct.

Other Subordinate Clauses

In other subordinate clauses *shall* and *should* are commonly used in all persons for the simple future; *will* and *would*, for wishing, consenting, and willing.

(Simple future)	If you *should* miss the train, come by trolley.
(Consent)	I shall feel greatly obliged to you if you *will* tell me.
(Simple future)	If war *should* be abolished, misery would be lessened.
(Willing)	If you *will* study intelligently every day, you will master your difficulties.

Practice 7

Supply the preferred form — *shall*, *will*, *should*, *would*. Justify each choice.

1. I hope that I —— have an early reply.
2. He answered that he —— probably be on the field at two o'clock.
3. I fear that I —— not be able to come.
4. I hope the package —— come soon.
5. (Simple future) Ralph says that he —— go to Dartmouth College.
6. The carpenter promised that he —— begin work on Monday.
7. If we manage to save two hours by the system, we —— do well.
8. If you —— learn how to study, you —— save time. (should, would)

Uses of Subjunctive Mood

Turn to page 96, and compare the present and the past tense indicative and subjunctive of *see* and of *be*. In the active voice the indicative and subjunctive of *see* are exactly the same in the past tense and differ only in the third person singular of the present tense. Most verbs are like *see*. Only in the third person singular of the present tense and of the present perfect tense of an ordinary verb can one make a mistake. An important exception is *be*, the indicative and subjunctive of which differ frequently.

Condition Contrary to Fact

1. If I *were* you, I should study birds.
2. If the day *were* colder, we might build a fire.
3. You would have laughed yourself sick if you *had been* with me that night.

These conditions are untrue or contrary to fact, because I am not you; the day, we know from the sentence, is not colder; and you were not with me that night.

A clause introduced by *as if* or *as though* is similar to a condition contrary to fact.

He ran as if he *were pursued* by a ghost.

Wish or Prayer

1. I wish I *were* in Switzerland.
2. God *bless* you.

Volition (Commanding, Demanding, Willing)

1. Everybody *sit* down.
2. I insist that he *do* his own work.

Practice 8

Which word is correct? Why?

1. If he —— in my place, would he do any better? (was, were)
2. My sister wished she —— at home. (was, were)

3. I wouldn't act like that if I —— you. (was, were)

4. Martin leaned against the desk as if he —— too weak or tired to stand alone. (was, were)

5. If there —— a separate department of aviation, it would serve the army and the navy. (was, were)

6. If it —— been for the courage of the dog, they would have starved where they were. (would not have, had not)

7. If I —— you, I should learn to swim. (was, were)

8. If George —— driven the car, the accident would not have happened. (would have, had)

9. If I —— watched the book more carefully, I should not have lost it. (would have, had)

10. If it —— for the brook which showed him the mountain lion ready to spring upon him from the tree, he would have been killed. (wasn't, weren't, hadn't been)

Agreement of Verb and Subject

Which are correct?

1. That the cost of some raw materials entering into the manufacture of automobiles —— advanced is not denied. (has, have)

Cost, the subject of the noun clause *that the cost of some raw materials entering into the manufacture of automobiles —— advanced*, is singular; hence *has*, the singular verb, is correct.

2. A mousetrap is easy to make, because there —— only three parts to it. (is, are)

Parts, the subject of the adverb clause *because there —— only three parts to it*, is plural; hence *are*, the plural verb, is correct.

Review pages 111–118.

Practice 9

Choose the correct verb. What is its subject? Show that the subject is singular or plural.

1. The first two years of my life in school —— not so interesting as my sixth and seventh. (was, were)

2. The experience of other countries —— that government ownership of railroads —— not desirable. (proves, prove) (is, are)

3. There are a large number that —— these handicaps. (overcomes, overcome)

4. The greatness of our cities —— proof that democracy has been successful. (is, are)

5. I am sorry to say that the goods received —— damaged. (is, are)

6. The seasons that Keats contrasts —— summer and winter. (is, are)

7. I've never known what sorrow or sickness ——. (is, are)

8. The duel scene between Sir Andrew and Viola is laughable, because neither of them —— to fight and both try to appear brave. (wants, want)

9. I am not sure whether she or her husband —— to blame for all the harm done. (is, are)

10. May we not hear from you soon, as the price of these machines —— going up? (is, are)

11. It —— make any difference whether or not you are a member. (doesn't, don't)

12. We —— sure we —— on the right trail. (was, were)

13. When the United States —— formed, many compromises were necessary. (was, were)

14. The new requirements for high-school graduation —— better than the old. (is, are)

15. We started to push the leaves away from this bump and —— very much surprised to see that it was a turtle. (was, were)

16. Of course I didn't know that there —— poison ivy in the grass. (was, were)

17. There —— so many men present that when they asked me a question I didn't know what to say. (was, were)

18. One of the handkerchiefs that —— given me at Christmas time has an initial on it. (was, were)

19. The stranger asked whether there —— any freaks in the circus. (was, were)

20. *The Atlantic Monthly* is a magazine in which —— published stories, essays, sketches, and miscellaneous articles. (is, are)

Agreement of Pronoun and Antecedent

Which are correct?

1. If any one had an error in —— paragraph, —— should correct it. (his, their) (he, they)

His and *he* are correct, because the antecedent *any one* is singular.

2. He found that the marks of the smokers were below —— of the nonsmokers. (that, those)

Those is correct, because the antecedent *marks* is plural.

3. When a person is going on a trip, —— should equip —— with proper clothing. (he, they) (himself, themselves)

He and *himself* are correct, because the antecedent *person* is singular.

Review the explanation on pages 79 and 80.

Practice 10

Choose the correct words or expressions according to literary usage. What is the antecedent of each pronoun used?

1. The city should provide vacation schools, because the pupils would benefit greatly by ——. (it, them)
2. If any one of you takes the trip, —— should climb to the top of Indian Head for a view of the lakes. (he, they)
3. Biology is helpful to a person wishing to take up farming, as it gives —— a knowledge of plant laws. (him, them)
4. Each one has a duty to perform whether —— it or not. (he knows, they know)
5. Everybody was sure —— answer was correct. (his, their)
6. In England at 4:30 every one has a cup of tea no matter where ——. (he is, they are)
7. If a pupil reads the books of good authors, —— will remember the language used and employ it in —— own writings. (he, they, he or she) (his, their, his or her)
8. If every one would help those less fortunate than ——, there would be less poverty in the world. (himself, themselves)
9. Every one, I am sure, wastes time doing things that are of no use to ——. (him, them)
10. Any one that travels a great deal or is away from home needs to have —— clothing distinctly marked. (his, their)
11. Has anybody else a topic —— would like to discuss? (he, they)

12. If you call up anybody on the telephone, ask —— to buy a ticket. (him, them)

13. Everybody who has bought this cleaner has kept us posted as to the results which —— obtained. (he has, they have)

14. Every one should be thankful for what ——. (he has, they have)

15. When anybody visits this spot, —— of the heroic stand made here. (he thinks, they think)

16. When any one sat on the chair, —— went down. (he, they)

17. The Senate is an important division of the government, for its powers are equal to —— of the House of Representatives. (that, those)

18. In our age every one wants as much as —— can get for —— money. (he, they) (his, their)

19. If any pupil in this class has not read *Treasure Island*, I advise —— to read it. (him, them, him or her)

20. Has anybody else a garage —— to rent? (he wants, they want)

It and They

Which are correct?

1. The whistle was the signal for the engineer to start; so I hurried as fast as I could go, and just caught —— as it pulled out of the station. (it, the train)

It in this sentence would have no antecedent. It could not refer to *whistle* or *engineer*. Hence *the train* is correct.

2. Immigration should not be forbidden, because —— is unfair to the poor people of other countries. (it, the prohibition of it)

It alone in this sentence would have no antecedent and could not refer to *immigration*. The *it* in the *prohibition of it* has immigration as an antecedent.

Review page 82.

Practice 11

Improve these sentences. Give a reason for each change.

1. The pond behind our house had frozen, although in some places it was still thin.

2. Europena protested that Australia shouldn't get the green paint, but it was all in vain.

3. There are some people who have not studied English; and when you talk with them, you can tell it.

4. In one paper they made the statement that the house was set on fire.

5. I am not becoming an artist just because they earn a great deal of money.

6. A whale had upset the boat, but he did not know it.

7. During the term days are set for book inspection, and it is always well to have them covered to escape a fine of ten cents.

8. Don't end a sentence feebly, because it is the most important part of a sentence.

9. We went out on a picnic looking for berries. My cousin was an expert at it and picked twelve quarts.

10. When I had rowed about halfway across the lake, because of the strong wind I had great difficulty in keeping it from tipping.

Clearness

By building clear sentences, make it easy for others to understand you. Do not use a pronoun if there can be for an instant doubt about its antecedent. Rewrite the sentence.

Often quoting the exact words of the speaker makes the meaning clear.

(Wrong) The skeleton told Longfellow that, if he did not write about him, he would haunt him.

(Right) The skeleton said to Longfellow, "If you do not write about me, I will haunt you."

Sometimes it is wise to repeat a noun.

(Wrong) Rip found his dog when he reached his home, but he did not know him.

(Right) Rip found his dog when he reached his home, but the dog did not know him.

Sometimes the pronoun may be placed nearer to its antecedent.

(Wrong) In his will the dying monarch made Namgay king, because he had no children.

(Right) In his will the dying monarch, because he had no children, made Namgay king.

Do not use an unnecessary pronoun.

(Wrong) In the second part it says that winter has also many sports to write about.

(Right) The second part says that winter has also many sports to write about.

If there can be doubt about the antecedent of a relative pronoun, rebuild the sentence without a relative or with a relative clearly connected with its antecedent.

(Wrong) Finally I discovered that I had forgotten to put the baking powder into the cake, which caused all the trouble.

(Right) Finally I discovered that my forgetting to put the baking powder into the cake caused all the trouble.

Practice 12

Improve these sentences. Give the antecedent of each pronoun used.

1. He said to Arnold that study and exercise would prepare him for success in life.
2. Jack's father died before he reached his fifth year.
3. Grace said to her sister that she would help her once a week.
4. Dr. Livesey told the pirate that, if he did not put up his knife that instant, he would have him hanged.
5. The Capitol is in Washington, District of Columbia, which is built of white marble.
6. A girl Hilda knows does not want Gretel to enter the race, because she is afraid she will win.
7. Parsons was dismissed, and Mr. Polly was left alone and sad because he cared a great deal for him.
8. Helen's mother got her a teacher when she was seven years old.
9. He gave each of the children a quarter, which amounted to three dollars.

10. Four weeks ago you sent us twenty dollars, leaving a balance of ten dollars, for which we thank you.

11. When an employer gives a man a piece of work, he is not compelled to do it.

12. Mrs. Irma Eaton lectured on "Lying," which was very interesting and beneficial to both mother and child.

Summary

1. The present tense is used for the present time; the past tense, for past time. The present perfect tense is used if the action is complete at the present time or extends, at least in its consequences, to the present; the past perfect, if the action was completed before some past time (review).

The present tense is used to express what is customary or always true.

Do not carelessly shift from the past tense to the present or from the present to the past.

Should, *would*, *could*, and *might*, not *shall*, *will*, *can*, and *may*, are used after a past tense.

2. In an indirect quotation use the auxiliary (*shall*, *will*, *should*, *would*) that would be used if the quotation were direct.

3. In other subordinate clauses *shall* and *should* are regularly used in all persons for the simple future; *will* and *would*, for wishing, consenting, and willing.

4. The subjunctive mood is used for a wish or a prayer, a condition contrary to fact, and volition (commanding, demanding, willing) (review).

5. A verb agrees with its subject in number and person (review).

6. A pronoun agrees with its antecedent in person, number, and gender (review).

7. Do not use a pronoun if there can be for an instant doubt about its antecedent.

CHAPTER XVI

COMPOUND-COMPLEX AND COMPLEX-COMPLEX SENTENCES

Compound-complex Sentence

A compound-complex sentence has two independent clauses and one or more subordinate clauses.

MODEL FOR SYNTAX OF CLAUSES

1. Today many diseases are traced to the teeth, and it is realized that general health is often dependent upon their proper care.

Today many diseases are traced to the teeth — independent clause

it is realized — independent clause

that general health is often dependent upon their proper care — subordinate noun clause in apposition with *it*

2. Mother picked up her knitting from where it had dropped on the earthen floor, and soon the needles were clicking rapidly.

Mother picked up her knitting from — independent clause

where it had dropped on the earthern floor — subordinate noun clause used as the object of the preposition *from*

soon the needles were clicking rapidly — independent clause

PRACTICE 1

Give the syntax of the clauses in these compound-complex sentences:

1. Life is not easy, and least of all is it easy for either the man or the nation that aspires to do great deeds. — ROOSEVELT

2. The young man in Garden City, Kansas, who buys a ready-made suit and a dollar watch is not doing so against his will, but, on the contrary, he cannot be stopped!

3. I would rather have a boy of mine stand high in his studies than high in athletics, but I would rather have him show true manliness of character than show either intellectual or physical prowess. — ROOSEVELT

4. Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it. — LINCOLN

5. The butchers use everything about the hog but the squeal, and the consumer uses that when he is told the price of pork.

6. By morning it was still raining and blowing, and we realized that August's cold spell had arrived ahead of schedule.

Complex-complex Sentence

A complex sentence in which a subordinate clause is complex is called complex-complex.

SYNTAX OF CLAUSES

1. The naval department announced last year that the chest measurements of recruits to the United States Navy were larger than those of any other navy in the world.

The naval department announced last year — independent clause

that the chest measurements of recruits to the United States Navy were larger — subordinate noun clause used as the object of the verb *announced*

than those of any other navy in the world — subordinate adverb clause modifying the adjective *larger*

2. It seemed strange, Anne Parrish told me, that other people should know the characters in her books as she does.

It seemed strange — subordinate noun clause used as the object of the verb *told*

Anne Parrish told me — independent clause

that other people should know the characters in her books — subordinate noun clause in apposition with the pronoun *it*

as she does — subordinate adverb clause modifying the verb *should know*

PRACTICE 2

Give the syntax of the clauses in these complex-complex sentences:

1. It didn't take Horace long to realize that the quickest way to get what he wanted would be to do a little more studying.

2. The only funny thing about Kalamazoo is that anybody should think there was anything funny about it.

3. One of the difficulties of a writer's life is that people have a habit of imagining him wiser than he really is.

4. One of the fascinating things about scouting is that it gives you knowledge that you can use, and gives you a chance to use it.

5. The steadily diminishing supply of fur animals tends to prove that the "fur wearer" is increasing faster than the "fur bearer."

6. Who was it that said that the Battle of Waterloo was won on the playing fields of Eton or something to that effect?

7. It has often been said dogs are more important than children in some lives.

8. If a teacher is not present when the bell rings, some pupil should start the lesson.

9. Girls are learning that sports will help them to attain a physical fitness and grace of carriage of which Lydia Languish never dreamed.

10. Find out whether the water you drink is pure.

Practice 3

Which sentences are compound-complex? Which complex-complex? Give the syntax of all clauses.

1. Mr. Rothafel said that all the ushers would be college boys who were still studying.

2. I was curious to know what was on the other side of the fence, but no one would tell me.

3. They thought Father Andrew was very wise, because in all the village he was the only one who could read.

4. Were I to tell you which of Kipling's stories you should read first, I should be at a loss.

5. Will went swimming in the rain, just to show he was virile; but by afternoon it was raining in sheets and was so cold that even he dropped the idea of taking a walk.

6. Just as he stooped so that the stream might trickle into his parched mouth, a harsh voice startled him.

7. "If I had two small pieces of silver," Mohammed said, "I would use one to buy bread and, with the other, I would buy a hyacinth to feed my soul."

8. When my parents said that I could buy a dog, I was the happiest boy in town.

9. Some one has said that habit is a cable, a thread of which we weave each day, till at length we cannot break it.

10. Springs are tested by representatives of the state board of health, and each that has been approved is plainly marked.

Punctuation

Study the punctuation of these sentences:

1. If you intend to go to work, there is no better place than right where you are; if you do not intend to go to work, you cannot get along anywhere. — LINCOLN

The commas after *work* and *work* separate the introductory adverb clauses from the independent clauses which follow. Because there is no conjunction between the two parts of the compound sentence, a semicolon separates them.

2. Mrs. Wilbur likes to cook; and although she has as yet made no famous recipe, her coffee cake, whiffed from the oven, is delicious.

A period follows the abbreviation *Mrs.* The comma after *recipe* separates the introductory adverb clause, *although she has as yet made no famous recipe,* from the independent clause. The nonrestrictive phrase *whiffed from the oven* is set off by commas. A semicolon separates the two parts of the compound sentence, because one of them is subdivided by commas.

3. I have heard of an uneducated man who can quote long passages from Shakespeare, but, to be sure, such cases are rare.

To be sure, a parenthetical phrase, is set off by commas. The comma is used with *but* between the parts of the compound sentence. When a part of a compound sentence, especially a short one, is subdivided by commas, either a semicolon (as in sentence 2) or a comma may be used between the parts.

Review pages 150, 151, 166, 167, 175, and 176.

Practice 4

Give the syntax of all clauses. Punctuate the sentences, and give a reason for each mark inserted.

1. George Young was born in Scotland his parents moved to Toronto when he was a baby.

2. They don't know where they are going but they are on their way.

3. In the long run the world is going to have the best and any difference in race religion or previous history will not long keep the world from what it wants.

4. We thought we had been playing hockey a sporting editor wrote but now we begin to understand what that game really is.

5. There is not a bad seat in the whole theater said Mr Rothafel who called attention to the fact that the Roxy was the largest theater in the world having more than six thousand seats.

6. Let not him who is houseless pull down the house of another but let him work diligently and build one for himself thus by example assuring that his own shall be safe from violence when built.

— Lincoln

7. We may either browse among the poems by the old poets familiar to us or we may find interest in reading the poems which have been written in recent years by authors who are still living.

8. What famous signer of the Declaration of Independence said Never leave that till tomorrow which you can do today

9. The boys will have cards and whenever they see a person crossing the streets against traffic they will present to that person a card bearing an appeal to obey the traffic regulations for safety's sake.

10. Webster who is probably the greatest orator that the American public has ever known was not elected president.

11. After being struck on the forehead by a stone Hamilton calmly said If you use such striking arguments I must retire.

12. Well replied the farmer I raise apples just like those you asked the price of and the wholesaler paid me this year $3.20 for a bushel box or $8 a barrel which averages about two and one-half cents apiece.

Building Sentences

(Simple sentences) A loaf of "store" bread is baked and wrapped by automatic machinery. Did you ever stop to think of this? A loaf of bread costs a dime.

(Complex-complex sentence) Did you ever stop to think that a loaf of "store" bread, which costs a dime, is baked and wrapped by automatic machinery?

Practice 5

Using the ideas in each group of sentences, build a forceful complex-complex sentence:

1. Jefferson belonged to aristocratic Virginia. The state of Virginia was ruled by the great planters. Jefferson was nevertheless very democratic and had great faith in the common people.

2. There were many speakers, of course, including Senator Tillman. Senator Tillman hated the Charlestonians. He regarded them as aristocrats and told them so.

3. One of Loraine's aunts doesn't care for her. Loraine learned from her brother that she will have to live with this aunt the rest of her life.

4. The Black Knight asked who would go to the castle and try to help Cedric escape. No one except Wamba volunteered.

5. The facts prove that in the world of labor the nondrinking man is the successful one. In the world of labor, competition requires keen minds.

6. Without the aid of tiny, black insects the sealing-wax industry could not thrive. It is hard to imagine this. These insects inhabit the bark of a tree in India.

7. If all insect-eating birds in this country were killed off, in a comparatively few years all our forests would be utterly destroyed by various kinds of insects. Every one should know this.

8. Golf, tennis, swimming, skating, and riding offer as much diversion and exercise as any sport. They require less muscle and endurance than football. These sports, it seems to me, are best suited to women.

9. Mr. Edison removed the Edison black hat, exposing a nest of flying white hair. In the center of this nest, like a nobly laid pink egg, was revealed a portion of his impressive skull. That skull has hatched more ideas than any other mind of his age.

10. In the story there is a description of a desert. Over it Hank Wheeler staggered. When you read this description, you seem to feel the heat of the desert rising to your face.

11. The college girl of this generation is taller, heavier, and better developed than the girl of her mother's generation. Several physicians found this out by making a study of the records kept by the physical training departments of girls' colleges.

12. Columbus was the forerunner of many other explorers. They rounded out the geographical knowledge of which he was the founder.

PRACTICE 6

On plays, books, camp life, travel, great Americans, poems, radio, a first experience, dogs, queer people, your neighborhood, city, or the importance of good English, write six forceful complex-complex sentences.

Silent Reading

PRACTICE 7

Give the syntax of the clauses in these sentences. What is the subject of each clause? The verb? Paraphrase each sentence; that is, give its meaning in your own words.

1. The importance of the work done by Dr. Beebe's expeditions was emphasized recently when it was announced that microscopic eggs, brought by a deep-sea dredge from the edge of Challenger Bank, a shoal southwest of Bermuda, had been hatched out and proved to be eels.

2. Literary authorities have read Conrad's title clear to a place among the great romantic writers of all times, but his own career, say those who are interested in life rather than in literature, is stranger, more romantic, and more significant, than his greatest story.

3. That a Polish boy, with an unpronounceable name, unable to speak a word of English until he was nearly nineteen years old, should have reached the place in English letters which Conrad held when he died, is certainly a climax of both romance and realism.

4. And as a hare, whom horns and hounds pursue,
Pants to the place from whence at first she flew,
I still had hopes, my long vexations past,
Here to return — and die at home at last. — GOLDSMITH

5. Oh, to be in England
Now that April's there,
And whoever wakes in England
Sees, some morning unaware,

That the lowest boughs and the brushwood sheaf
Round the elm tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England — now! — BROWNING

6. He must be a born leader or misleader of men, or must have been sent into the world unfurnished with that modulating and restraining balance-wheel which we call a sense of humor, who, in his old age, has as strong confidence in his opinions and in the necessity of bringing the universe into conformity with them as he had in youth. — LOWELL

Summary

1. A **compound-complex sentence** has two independent clauses and one or more subordinate clauses.

2. A complex sentence in which a subordinate clause is complex is called **complex-complex.**

3. When the clauses of a compound sentence are long and are subdivided by commas, a semicolon precedes the conjunction. When the clauses are short, either a comma or a semicolon is placed before the conjunction.

4. **Paraphrasing** is giving the meaning of a selection in one's own words.

CHAPTER XVII

SIMPLE, COMPOUND, AND COMPLEX SENTENCES

Elliptical Sentences

We sometimes omit words which are important grammatically but which are not necessary to make our meaning clear. The sentence of which one or more such words are omitted is elliptical.

Answers to Questions

Where are you going? [I am going] Home.
Who is there? I [am here].
What do you want? [I want] Nothing.
How old are you? [I am] Ten years [old].
Whose book is this? [It is] Jack's [book].

Clauses Introduced by Than or As

Manual's football team was stronger this year than [it was strong] last year.

A goose is not so wise as a fox [is wise].

Word Introducing a Subordinate Clause

I think [that] you ought to know the writings of Robert Louis Stevenson.

The book [that] you lent me is most entertaining.

Had the rain [if the rain had] lasted an hour longer we could not have finished our game.

Subject, Verb, or Subject and Verb

If [it is] possible, complete this chapter tonight.

While [I was] waiting for the car, I saw a girl whose painted and powdered face looked like that of a circus clown.

If [it is] necessary, I shall come earlier.

He is unhappy, though [he is] prosperous and popular.
When [he was] about thirty years old, he began to study law.
[That is] All right, I shall go tomorrow.
[I] Thank you.
Why [do you] not try harder to master your French?
[You] Come here.

Avoiding Repetition

Warren Skelton is president; James Murphy [is], secretary.
I shall attend the meeting if I can [attend it].
I shall not go to the concert unless you wish to [go].

Practice 1

Insert in brackets the grammatically important words which have been omitted because they are not necessary to make the meaning clear:

1. Among savage peoples the sense of smell is much keener than among civilized races.
2. While going along the main street of Peking, I passed a long train of camels carrying bags of coal on their backs.
3. "In war you can be killed but once," Mr. Churchill has said, "but in politics many times."
4. Hindus are idolaters, and would die rather than eat the sacred flesh of cow or bull.
5. And seldom am I more ashamed than when I break my word with myself.
6. The sight of a gang of laborers digging a ditch for a water or gas main in a modern city will soon be as rare as a giant firecracker on the Fourth of July.
7. The next day, while in St. Kitts, I purchased a young monkey.
8. A tiger is physically stronger than a lion.
9. Let me see your notebook.
10. "Next stop Poughkeepsie! Po-o-o-o-k-e-e-e-psie!"
    "My station," said the sandy-haired man. "Good night, gentlemen."
11. "Where's that story?" asked the editor.
    "What story?" said Dash.
12. Through the last year of school the value of knowledge becomes more obvious, and the desire for it greater.

13. "What day did you return from your trip to the mountains with your father?" Ned asked.
"On June 14, in the afternoon."
14. "How many did you say?" asked the clerk.
"Twelve — an even dozen," replied the customer.
15. Harry is taller than his father.

PRACTICE 2

Write eight elliptical sentences or jot down eight good elliptical sentences you hear in class or out of class.

Syntactical Redundance

PRACTICE 3

After reviewing the explanation on pages 139 and 140, correct the following sentences. Show that the words omitted have no work to do in the sentences.

1. The captain he was very angry when he heard this.
2. It was against such interference in foreign affairs that Washington warned us against.
3. The only day on which he can play baseball is on Saturday.
4. While traveling in the West, the salesman met a young woman with whom he fell in love with.
5. The part of the day that I enjoy most is in the evening.
6. The book from which I took the incident from is *Huckleberry Finn.*
7. The article also tells of how his grandfather helped to build up Chicago.
8. The house to which he went to was vacant.
9. The thieves, when they heard the gun and saw one of their companions drop dead, they fled.
10. The crate in which Buck was in was opened.
11. The man who works for six dollars a day at five o'clock he goes home feeling that his day's work is ended.
12. He asked to whom the beautiful house belonged to.
13. The essay tells of how a person should treat dogs.
14. The speaker said that since Americans are strong and brave, that gentleness should be an outstanding American trait.
15. I wish to consult with my attorney before deciding.

Incorrect Omissions

Subjects, verbs, pronouns, prepositions, and conjunctions needed to make the meaning clear are sometimes omitted.

(Wrong) Lincoln wore an old hat that his wife hated but could not make him get a new one.

(Right) Lincoln wore an old hat that his wife hated, but she could not make him get a new one.

The verb *could make* of the second independent clause must have a subject.

(Awkward) The scholarship record of girls in high school is as high and sometimes higher than that of the boys.

(Better) The scholarship record of girls in high school is as high as that of boys, and sometimes higher.

(Wrong) It is an age since I have seen or heard from you.

(Right) It is an age since I have seen you or heard from you.

In the wrong sentence the same *you* is used as the object of the verb *have seen* and the preposition *from*. A word may be the object of two verbs or of two prepositions, but not of one verb and one preposition.

(Wrong) We hoped to defeat Lincoln School, as we had Horace Mann School.

(Right) We hoped to defeat Lincoln School, as we had beaten Horace Mann School.

If it were correct to say *had defeat*, the first sentence would be right.

(Colloquial or wrong) The principal was very pleased with the speeches of the new officers.

(Right) The principal was very much pleased with the speeches of the new officers.

(Wrong) While driving to Niagara Falls, the weather was pleasant.

(Right) While we were driving to Niagara Falls, the weather was very pleasant.

The wrong sentence seems to say that the weather was driving to Niagara Falls.

(Wrong) When about four years of age, his parents moved to Griff House.

(Right) When he was about four years old, his parents moved to Griff House.

The wrong sentence seems to say that his parents were four years old.

Review pages 140, 141, and 142.

Practice 4

Supply the needed word or words. Give a reason for each change.

1. It has always been my intention to enlarge my supply of books, but have never been able to do so.
2. When filled with hydrogen gas, the opening in the balloon is closed.
3. When ten years old, Frank's mother scolded him for teasing a little boy.
4. When ready to go home, the fish should be strung on a stick.
5. We don't know so much about the Wanderers except they have a baseball team and can play ball.
6. While walking through the woods, it began to rain.
7. There are two types of people who always have and always will exist.
8. While reading this book, many incidents aroused my sympathy.
9. His mother at first is unwilling to let him go, fearing that he might come to harm, but finally receives his mother's consent.
10. This is paint like you use on houses.
11. One day while playing on the sidewalk, the kindergarten teacher asked me whether I would like to go to school.
12. James made a chain for Marie like he had made for her sister.
13. Browning's poetry was more forceful than almost any other writer in England at the time.
14. No sooner had she begun she realized her mistake.
15. Studying a magazine is more interesting than a book.
16. One day while trudging home, my ears felt so cold that I stopped at a neighbor's.
17. When only a child, her father was elected to Congress.
18. To graduate junior high school a pupil must pass all his subjects.

19. Everybody was very delighted with the singing of Hazel Brooks.

20. The record of our baseball team is as good as or better than last year's team.

Parallel Structure

What does *and* connect in sentence 1? In sentence 2? In sentence 3?

1. (Wrong) The English sparrow is a hardy bird introduced into our country from Europe about 1850 and which is now found in all parts of the land.

2. The English sparrow is a hardy bird which was introduced into our country about 1850 and which is now found in all parts of the land.

3. The English sparrow is a hardy bird introduced into this country about 1850 and now found in all parts of the land.

4. The English sparrow, a hardy bird which was introduced into this country about 1850, is now found in all parts of the land.

The first sentence is incorrect, because *and* connects the phrase *introduced into our country from Europe about 1850* and the clause *which is now found in all parts of the land.* In the second sentence *and* connects two clauses. What are they? In the third sentence *and* connects two phrases. What are they? In the fourth sentence, the best sentence of the group, there is no *and.* These are the three ways to correct a sentence in which *and* connects a phrase and a clause: change the phrase to a clause, change the clause to a phrase, get rid of *and.*

Reread the explanation of parallel structure on pages 144 and 145.

Practice 5

Explain just what the error in each sentence is, and correct the sentence. Give the syntax of every subordinate clause used. If you use *and* or *but,* show that the conjunction connects like grammatical elements.

1. The gun, old and rusty, and which stood in a corner, was my grandfather's.

2. Frank Tolley keeps as a pet a royal eagle captured near the crater of Mount Vesuvius, and which has been thoroughly domesticated.

3. Jack Rollins of Oneida, New York, famous as a football player at Holy Cross College and who was coach at the Polytechnic Institute four years, has been signed as athletic director by Clarkson Institute.

4. About three yards from the curve is an elevation approximately eight inches high, and which is about one yard wide.

5. *Treasure Island* is good not only from the point of view of interest, but also because the style is easy and flowing.

6. I have not done much to improve my vocabulary except to look up the words I don't know and learning their meanings.

7. A chipmunk is a little larger than a field mouse, brown color, and lives on nuts.

8. Kate Douglas Wiggin spoke to two assemblies about pleasing English and how to speak correctly.

9. The author presents the two types of women, the helpful and those who render no service to others.

10. The bully said he had had enough and for Edward to leave him alone.

11. He describes the social life of the early Wisconsin settlers, their home life, and how they helped each other.

12. The chipmunk is very much like the squirrel, having a bushy tail, feeding on nuts, and very quick, and it has a striped back.

13. My height is four feet eight inches and weigh about ninety pounds.

14. I think if you will follow my directions and by inquiring occasionally, you will find your way.

15. Gallegher was a freckle-faced boy of high-school age with a pug nose who had a happy-go-lucky nature and full of mischief.

16. The friend went to room 1356, occupied by the Pratts and for which they pay sixteen dollars a day.

17. I prefer to write of something in which I find pleasure or have enjoyed.

18. The purpose of the book is to give the public a better knowledge of Roosevelt, and what true Americanism is.

19. When the work of the day is at its close or during his leisure time, he goes to the city for amusement.

20. Jerry's talk was criticized as being interesting and that he mispronounced *girl*.

Arrangement

Which is clearer?

1. Collins said that the cold weather did not interfere with his pitching to reporters at the game.

2. To reporters at the game Collins said that the cold weather did not interfere with his pitching.

To reporters at the game modifies *said* and should be placed in the principal clause, which is *to reporters at the game Collins said.*

Practice 6

Improve the arrangement of these sentences. Give a reason for each change.

1. The plot was acquired from Mrs. Carnegie a year ago, who had held it to protect her home.

2. A person who has to be told to do a thing two or three times will not advance rapidly in business.

3. This year's hero of baseball, before going on a hunting trip, posed beside a stuffed man-eating lion in the Oakland Museum, killed by H. A. Snow.

4. She gets exactly what she needs promptly.

5. When two persons are talking who do not know how to converse, they find it hard to make their ideas clear and entertaining.

6. Every one should face the future with a smile, whether young or old.

7. The new assignment was dictated, which was a test on *Robinson Crusoe.*

8. When I reached home, I noticed I only had three books.

9. As Robin Hood got nearer, he saw coming in the other direction a tall man towards the bridge.

10. Before speaking you must know the topic thoroughly on which you are going to talk.

Practice 7

Correct all errors. Explain each error in grammar. Give a reason for each change. In some sentences there are two or three errors. Three sentences are correct.

1. Their is joy and sorrow in *Little Women.*
2. A few girls and myself laid down against a very large tree.
3. If I would have known his story, I would have treated him differently.
4. There were no sails on the ship.
5. Don't you wish you was as smart as her?
6. My brother is younger than I.
7. Most of the girls, including myself, had only three previous riding lessons.
8. Edward said he was at a party the night before.
9. A person don't have to answer you unless they want to.
10. He don't go to this school any more, but I haven't heard about him going to another.
11. Think of the difference between the way the grand duke and me was raised.
12. He wanted to get this here dirk that was laying in the bottom of the boat.
13. After we were riding for about an hour, we came to a corner where three streets crossed.
14. An odd feeling comes over one as they dive into the water for the first time.
15. Tom Sawyer said my aunt wouldn't let any one else whitewash the fence I bet none of you could whitewash as good as me then all the boys wanted to help him he received an apple, a kite, and marbles for letting them help him.
16. When we were dancing for about two hours, some one suggested to go automobile riding for an hour or so.
17. It takes a great deal of practice to be a baseball player because you have to learn to hit a speedy ball and how to catch it.
18. At the gate was their two dogs, which they had forgot.
19. May I borrow your pen?
20. Do them papers get marked?

Punctuation

Comma

The comma is used after the salutation of a friendly letter and the complimentary close of any letter.

Dear Ernest,
Yours truly,

Semicolon

1. The semicolon is used to separate the items of an enumeration if they are subdivided by commas.

2. *Namely, for instance, for example, that is,* and *as,* when introducing enumerations and explanations, are preceded by the semicolon or the dash and followed by the comma.

A noun is a name; as, *potato, John, dog.*

A restrictive modifier limits the word modified; that is, it makes a general word more specific in its application.

Colon

1. Use the colon after the salutation of a business letter.

Dear Mr. Reed:

2. The colon is used to introduce a list, an illustration, or a long or formal quotation or statement.

Some appositives are not set off: *Cousin Jim, she herself.*

Then the question came to him: If they met, what had he to say to her?

Speaking at a banquet last week, Edward of Wales urged upon steady-going Britons the slogan: "Adopt! Adapt! Improve!"

If such introducing word or word-group as *thus, this, these, as follows, the following,* or *these words* is used, the colon follows it.

The one big drawback to this quick-step existence is this: Nature doesn't like it a bit.

The three largest cities in the United States are the following: New York, Chicago, Philadelphia.

Note that the colon is not used in the following sentence:

The three largest cities in the United States are New York, Chicago, Philadelphia.

Interrogation Point

An interrogation point is used after a direct question.

Where are you going?

An interrogation point is not used after an indirect question.

He asked where I was going.

The interrogation point is not used after a request courteously worded in interrogative form.

Will you please hand in the report before nine o'clock tomorrow morning.

Will you please send me your latest catalog.

Exclamation Point

The exclamation point is used to mark an expression of strong or sudden feeling.

"All is well and Cornwallis is taken!" shouted the old watchman.

When he rose to speak, his enemies cried, "Butcher! Torturer! Nero! Judas! Hypocrite!"

"Oh, what a glorious morning is this!" said Adams.

Notice the comma after the interjection *oh*. An interjection which is a real exclamation is followed by an exclamation point.

Dash

1. The dash is used to indicate some sudden change in sense or grammatical construction.

Silkworms produce silks for our ties that have almost the strength of — well, think of something strong.

"It is much worse than having the measles" — so says Booth Tarkington, when asked how he likes writing a novel.

I am not ashamed to confess that twenty-five years ago I was a hired laborer, mauling rails, at work on a flatboat — just what might happen to any poor man's son. — LINCOLN

2. Dashes may be used to make parenthetical, appositive, or explanatory matter stand out clearly.

Dashes are less formal and more common than parentheses.

Horace asked his father to take him into his office and give him a job — any sort of job — office boy or anything else.

Bill Harris was a busy man — also a very successful man.

The power of the polar bear to resist ice-cold water — nay, even to enjoy it — may fairly be regarded as one of the wonders of Nature.

The club continued a type of drawing begun last term — figure drawing.

We managed to half-cook supper — bacon, fried potatoes, and beans, of course — over a sputtering fire under the flap of the tent.

3. The dash is used before a word that sums up preceding particulars.

Good health, good poise, good muscles, a balanced physical development, the creation of a reserve fund of bodily energy — all these advantages are derived by women from their contact with sports.

Then other horses, wagons, motors, feet of men, some other clanging cars — the sounds grow blurred, the roar resumes.

Parentheses

Parentheses are used to inclose some side remark that does not affect the structure of the sentence.

If you must chew (and remember that chewing gum is not a refined habit), let it be within the four walls of your own room.

Apostrophe

The apostrophe is used (1) to denote possession, (2) to take the place of an omitted letter, and (3) to form the plural of letters, figures, and signs.

Jerry's little brother is making *l's*, *&'s*, and *6's*.

He doesn't think you're right.

Review pages 51–62, 131, 132, 150, 151, 166, 167, 175, 176, 185, 186, and 208.

Practice 8

Punctuate. Give a reason for each mark inserted.

1. Great Scott I answered I havent thought about the matter since

2. Ten cents apiece repeated the inquirer Not on your life I object to being robbed when I know it Ten cents for an apple

3. Work hard it wont hurt you

4. As for Oshkosh what are the comic values in Oshkosh

5. Why one of the worlds most advertised horses was named Spinach which is the English equivalent for Epinard no one seems to know.

6. Drink water regularly one glass before breakfast one in the forenoon one in the afternoon one before going to bed and one with each meal six or eight glasses a day

7. When Buster Keaton used in a moving picture several hundred head of cattle a train a vast extent of railroad including the depot the main street of Los Angeles crowds of spectators shops a police force and a fire-brigade we were forced to realize that laughter is necessary to the well-being of mankind

8. Flowers messages telegrams he brought them over all in order

9. The men in the town seem more or less the same the women but why go on

10. It happened in southern Russia Odessa to be exact in the spring of 1919

11. With Miss Reed presiding the club then elected its officers for the coming term Catherine Spinney president Marion Weill vice president Sarah Spar secretary

12. A few days after they received a telegram saying the child is on its way and will arrive on the four fifteen train

13. As Titania is about to leave Oberon tells her that he will get the boy at some later time

14. When I was going down for the second time Jim who was an excellent swimmer dived in after me

15. A short time after Chad returned home he married Margaret whom he had always loved

16. In the book I read *The Call of the Wild* by Jack London my pity was aroused when Buck was taken away by a man

17. On Friday hearing the cry again he called Pussy Pussy come here

18. Here Harris he cried Settle this question for us will you (Notice a use of the comma which is not covered by any rule you have had: "That's good advice, isn't it?")

19. Think of all the things there are in the world that challenge

a boys ambition secrets of the earth air and sky to be wrung out of nature rivers to be crossed vast monstrous powers of nature to be leashed songs to be sung pictures to paint cathedrals to build tyrants evil-doers and injustices to fight communities to lead into peace and happiness

20. In short in life as in a football game the principle to follow is Hit the line hard dont foul and dont shirk but hit the line hard
— Roosevelt

21. School mind you cant ever give you all you ought to know

22. Todays little girl says Miss Collett can be as much a tomboy as she likes in her khaki knickers and middy blouse

23. A wallaby is as you probably know an Australian animal

24. Some children and I was one of them cannot learn to live well without an occasional spanking

25. When I left Roosevelt gave me a list of the birds that we had seen while at Pine Knot and hoped that I would some time write up the trip

26. About the middle of May when all nature was at its best an automobile stopped in front of Farmer Jenkss house which stood some one hundred and fifty feet back from the highway was painted white and though unpretentious had an air of solid comfort

27. If you want to be a leader if you want to be worth your salt get all the information you can specific or general

28. With the same set of features and other attributes the outdoor girl should be and usually is more attractive than her house-loving sister since the former has a better complexion a better figure a brighter pair of eyes and a happier smile

29. Tell me what kind of books a man reads it has been said and I will tell you what kind of man he is

30. What are you laughing at dear asked a mother of a small daughter who seemed to be greatly amused

31. Is yours the type of home that prompts a guest to say How like you it all is

32. General Conway who had been serving in France was disappointed because Washington did not give him higher rank

33. The clerk then calls Oyez Oyez the old French for Hear ye Hear ye

34. Just think only a short time ago I didnt know a word of French

35. Every transcontinental traveler has heard the high-pitched staccato cry half-howl and half-bark with which the coyote or prairie wolf announces the dawn

36. My office operates on the barber-shop principle first come first served

37. He couldnt spare the time to study science literature history all the fascinating things well-read people talk about

38. The states bordering on the Great Lakes depend for their very lives on cheap and convenient transportation for their products wheat meat ores lumber and manufactured goods

39. From the year 1889 on Kiplings stories and ballads follow fast although strange to say the tales of India found no market here in America

40. I decided to become a musher one who drives dogs

Silent Reading

Practice 9

Give the syntax of the clauses in these sentences. What is the subject of each clause? The verb? If there is in the clause an object of a verb, a predicate nominative, or a predicate adjective, what is it? Paraphrase each sentence: that is, give its meaning in your own words.

1. Had you rather that Cæsar were living and die all slaves, than that Cæsar were dead, to live all freemen? — Shakespeare

2. All in a hot and copper sky
The bloody sun at noon
Right up above the mast did stand
No bigger than the moon. — Coleridge

3. And the woods, against a stormy sky,
Their giant branches tossed. — Hemans

4. Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay. — Goldsmith

5. Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear. — Gray

6. In the Old Colony days, in Plymouth, the land of the Pilgrims,
To and fro in a room of his simple and primitive dwelling,
Clad in doublet and hose, and boots of Cordovan leather,
Strode, with a martial air, Miles Standish, the Puritan captain. — Longfellow

7. Out 'twixt the battery-smokes there flew
A rider, bound on bound
Full-galloping; nor bridle drew
Until he reached the mound. — BROWNING

8. Rome's azure sky,
Flowers, ruins, statues, music, words are weak
The glory they transfuse with fitting truth to speak.
— SHELLEY

9. Never yet
Was noble man but made ignoble talk.
He makes no friends who never made a foe. — TENNYSON

10. And he shall give
Counsel out of his wisdom that none shall hear;
And steadfast in vain persuasion must he live,
And unabated
Shall his temptation be. — DRINKWATER

11. Irks care the crop-full bird? Frets doubt the maw-crammed beast? — BROWNING

12. And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is bright. — CLOUGH

13. At Aershot, up leaped of a sudden the sun,
And against him the cattle stood black every one,
To stare thro' the mist at us galloping past,
And I saw my stout galloper Roland, at last,
With resolute shoulders, each butting away
The haze, as some bluff river headland its spray.
— BROWNING

14. Th' applause of listening senates to command,
The threats of pain and ruin to despise,
To scatter plenty o'er a smiling land,
And read their history in a nation's eyes,
Their lot forbade. — GRAY

15. A shadowy conception of power that by much persuasion can be induced to refrain from inflicting harm, is the shape most easily taken by the sense of the Invisible in the minds of men who have always been pressed close by primitive wants, and to whom a life of hard toil has never been illuminated by any enthusiastic religious faith. — GEORGE ELIOT

Summary

1. An **elliptical sentence** is one in which words which are important grammatically but are not necessary to make the meaning clear are omitted.

2. **Syntactical redundance** is using a word or expression that has no work to do in the sentence (review).

3. Subjects, verbs, pronouns, prepositions, and conjunctions needed to make the meaning clear are sometimes omitted.

4. Coördinate conjunctions connect like grammatical elements (review).

5. The sentence should be so arranged that the reader will see at a glance to what word each modifier belongs (review).

Comma

6. The comma is used after the salutation of a friendly letter and the complimentary close of a letter.

Semicolon

7. The semicolon is used to separate the items of an enumeration if they are subdivided by commas.

8. *Namely, for instance, for example, that is,* and *as,* when introducing enumerations and explanations, are preceded by the semicolon or the dash and followed by the comma.

Colon

9. Use the colon after the salutation of a business letter.

10. The colon is used to introduce a list, an illustration, or a long or formal quotation or statement.

Interrogation Point

11. An interrogation point is used after a direct question.

Exclamation Point

12. The exclamation point is used to mark an expression of strong or sudden feeling.

Dash

13. The dash is used to indicate some sudden change in sense or grammatical construction.

14. Dashes may be used to make parenthetical, appositive, or explanatory matter stand out clearly.

15. The dash is used before a word that sums up preceding particulars.

Parentheses

16. Parentheses are used to inclose some side remark that does not affect the structure of the sentence.

Apostrophe

17. The apostrophe is used (1) to denote possession, (2) to take the place of an omitted letter, (3) to form the plural of letters, figures, and signs.

CHAPTER XVIII

SENTENCE SENSE

Phrase, Subordinate Clause, and Sentence

A phrase has neither subject nor predicate; a clause has a subject and a predicate. A sentence or an independent clause makes complete sense — really says something — when standing alone; a subordinate clause as a rule does not.

PRACTICE 1

Which of the following are phrases? Subordinate clauses? Sentences?

1. On the shores of Lake Oneida about thirty miles from Syracuse.
2. One summer I camped on the shores of Lake Oneida.
3. While we were cooking our dinner of potatoes, green peas, and spring chicken on the shores of Lake Oneida.
4. Last seen on the front seat of Mrs. Tonser's Lincoln parked at Ninetieth Street and Broadway.
5. Spunk was last seen on the front seat of the car.
6. When I saw Spunk on the front seat of Mrs. Tonser's car.
7. On Saturday evening we reached Quebec.
8. Because it was Saturday evening when we reached Quebec, where one hears more French than English.
9. Having arrived at Quebec late on Saturday evening, August 12, and hearing most of the people speaking French.
10. In the ninth inning of the game between Manual and Vocational with the score tied, the bases full, and two out.
11. Just as our home run hitter came to the bat in the ninth inning with the bases full, the score tied, and nobody out.
12. It was the second half of the ninth inning.

Half-Sentence and Comma Blunder

A half-sentence or a comma blunder is a black blot on a composition, because it shows that the writer is

ignorant about sentences. These errors are sometimes called " baby's mistakes."

Half-Sentence

When a period is used after a part of a sentence that does not make complete sense when standing alone, the fraction of a sentence is called a half-sentence.

An exception is the elliptical sentence in which the subject and predicate of the principal clause are omitted.

Welcome to our city. (You are welcome to our city.)
When did you see him? On Saturday. (I saw him on Saturday.)

Review the examples on pages 1, 2, and 213.

No Verb

(Wrong) Today I received two blankets. A pink and a blue one.
(Right) Today I received two blankets, a pink and a blue one.

Because every sentence has a verb, *a pink and a blue one* is a half-sentence, which should be added to the preceding sentence.

Many authors occasionally use half-sentences intentionally. Perhaps your teacher will not object to your using now and then a half-sentence if you place an asterisk before it and write " half-sentence " at the bottom of the page. But first make sure that you always know a half-sentence when you see it.

Practice 2

What is the half-sentence in each of these? Correct.

1. Cows, chickens, and horses were about. Also pigs.
2. It told of the hard work the farmers had to do in the summer and the autumn. Their lonely life in the winter.
3. Bellevue Hotel is situated in a fashionable part of Hyde Park. Rooms with board forty dollars a week.
4. He tells of wild flowers of hundreds of varieties. The life of small animals in summer and in winter.

5. John Keats has given unity to the poem by comparing the cricket and the grasshopper. And also by his comparison of summer and winter.

Participle and Infinitive

Participles and infinitives do not make statements and therefore never take the place of the verb of the sentence.

(Half-sentence) Interbrook Lodge located five hundred feet above the village of Keene Valley on a trail to Mount Marcy.

(Sentence) Interbrook Lodge is located five hundred feet above the village of Keene Valley on a trail to Mount Marcy.

The first is a half-sentence; the participle *located* does not make a statement. The second is a sentence; the verb *is located* makes a statement.

(Wrong) The second is a picture of winter and its cold, lone evenings. The fire blazing away and giving out its warmth.

(Right) The second, a picture of winter and its cold, lone evenings, shows the fire blazing away and giving out its warmth.

The second part of the wrong example is a half-sentence, because the participles *blazing* and *giving* do not make statements. In the right sentence the verb *shows* makes a statement.

Practice 3

Correct the following. Show that in each of your sentences there is a verb that makes a statement.

1. The Disinherited Knight overthrew Bois-Guilbert by hitting him with his lance. Thereby unhorsing him.

2. Up the tree ran the cat with Sport after her. The cat spitting and humping her back.

3. Lord Bridgewater's family took part in the play. His sister taking the part of the Lady.

4. The mariner sights a speck in the ocean. First looking like a speck, then like a mist, always seeming to dodge a water sprite. At last taking a certain shape.

5. A lengthening of the school day would increase the heating and lighting expenses. Thus raising the taxes.

6. He talks about the heat of summer and the cold and frost of winter. Thus securing variety and increasing the interest of the reader.

7. An old established high-class family hotel famed for comfort and excellent cuisine.

Subordinate Clause

Most half-sentences have verbs that make statements. These verbs, however, are in subordinate clauses, and the half-sentences do not make sense when standing alone.

(Wrong) After Gurth gave Isaac the money. They talked for a while.

(Right) After Gurth gave Isaac the money, they talked for a while.

Although *after Gurth gave Isaac the money* has in it the verb *gave*, the expression does not make sense when standing alone. It is an adverb clause introduced by the subordinate conjunction *after* and modifying *talked*.

(Wrong) *The Boyhood of a Naturalist* is a story of a boy's life on a farm in Wisconsin. The hardships and trials this youth went through.

(Right) *The Boyhood of a Naturalist*, a story of a boy's life on a farm in Wisconsin, tells of the hardships and trials this youth went through.

In the wrong example, *the hardships and trials he went through* does not say anything and does not make sense when standing alone. *He must go through* is an adjective clause modifying *hardships* and *trials;* there is no independent clause.

Practice 4

Correct the following. If necessary, supply a subject and a verb to make an independent clause. Pick

out the simple subject and the verb of each clause in your correct sentence. Give the syntax of all subordinate clauses.

1. Wamba showed his heroism when he went to get men to help Cedric. Also when he dressed up as a priest and went into the castle.

2. A poem by Hagedorn about a peddler who studies the crowds of people passing him daily until he can look into their innermost thoughts.

3. This book consists of several short stories. The most famous of which are "The Man Who Would Be King" and "Wee Willie Winkie."

4. The poet says that the bird will soon be with its comrades in the south. And that it will not get lost, because God is guiding it along the right path just as he guides us in life.

5. It was a stifling hot day. One of those days on which one does not feel inclined to work.

6. If you will be kind enough to look into the matter as soon as possible.

7. Variety is lent by contrasting the seasons. The summer when the birds hide in the trees and the winter evenings when the frost brings a silence.

8. One week last summer while I was camping with some friends at Hull Creek.

Practice 5

Pick out the half-sentence in each of the following. Show that it is a half-sentence. Correct. Then prove that you have written no half-sentence.

1. Gray's "Elegy" is popular because of the beauty of the language. Also because the poem shows the difference between the rich and the poor.

2. Since 1882 many immigration laws have been passed. One requiring the immigrants to undergo thorough physical examination in our ports, another imposing the literacy test.

3. In discussing football we shall use these three topics. Health, effects on morals, mental effects.

4. "The Eve of Waterloo" pictures two scenes. One before the enemy arrived and the other after they came.

5. We found a little bird. One that had left its nest before it was able to fly.

6. The other day a group of boys and girls were discussing a vital subject. One that has come up a good many times and has been the cause of many "hot" debates.

Comma Blunder

If the members of a compound sentence are joined by a conjunction (*and, but, or, nor, so, yet, while, though*), a comma as a rule precedes the conjunction.

If a conjunction is not used between the independent statements, a semicolon separates them, or a period and a capital are required. If a comma or nothing is used between such statements, the error is called the comma blunder.

(Comma blunder) Then, too, there is the business side of the question if a person cannot work without some one to watch him, what good is he?

(Right) Then, too, there is the business side of the question. If a person cannot work without some one to watch him, what good is he?

A period should be placed at the end of the sentence: "Then, too, there is the business side of the question." *Side* is the subject; *is*, the verb.

(Comma blunder) Because time passes swiftly, in a little while it will be 1950, where will you be then?

(Right) Because time passes swiftly, in a little while it will be 1950. Where will you be then?

A period should be placed after *1950*, because that is the end of the first sentence. The independent clause of the first sentence is *in a little while it will be 1950*. *It* is the subject; *will be*, the verb.

Practice 6

Place a period at the end of the first sentence, and capitalize the first word of the second sentence. What is the independent clause of each sentence? The verb of the independent clause? The simple subject?

1. We are enclosing a price list and also an order blank if cash accompanies the order, you may deduct two per cent from the prices quoted.

2. Your letter came today, it was good to hear from you.

3. Friendship is a relation of perfect equality, a king will not become a friend of one of his lower subjects.

4. We left Washington on the next day and started for Atlantic City, after spending a few days at this resort we drove home.

5. Men seek friends at all times, two men left alone will become friends and perhaps develop a great friendship.

6. Arnold lacks courage, he would like to have a promotion but is afraid to ask for it.

7. Silas receives the love of Eppie, his adopted child, he deserves this because he is kind and true.

8. The cat spied a tree near by, up the tree she went, while the dog stood at the foot of it barking very loudly.

9. Joe went to school every day, his father was a carpenter.

10. She spends most of her time thinking about her troubles, from living in confinement she has acquired many queer ways.

11. She fell in love with Othello, refusing suitors of her own race and creed, she married him.

12. There are some of the enemy's soldiers in that house, what do you think of our trying to find out how many there are?

Semicolon and Small Letter

If statements, especially brief ones, which are grammatically independent but closely connected in thought are not joined by a conjunction, a semicolon is used between them. When in doubt, use the period and capital.

1. It is well to think well; it is divine to act well.
2. It is hard to fail; it is worse never to have tried to succeed.

Practice 7

Correct the following. Give a reason for using the semicolon and the small letter or the period and the capital.

1. Different people like different perfumes, food, color, and music, our tastes are not alike.

2. He's as ignorant as a baby, he can't tell a door knob from a doughnut or a billiard ball from a porcupine.

3. In other schools a fund of this sort has worked wonders, therefore I think that we can do the same in our school.

4. The pronoun is used without an antecedent, to correct the sentence use a noun.

5. Take Thomas A. Edison, for instance, didn't he finally achieve success in spite of all obstacles?

6. Three years passed the rightful king was still the jester.

7. In the sentence the pronoun *it* has no antecedent therefore a noun should be used to make the meaning clear.

8. We suddenly heard a crash, we had run into the railroad gate.

9. Godfrey, the son of Squire Cass, was in one way a coward, he was afraid to own that he was married and had a child.

10. Most magazines are written in good English, authors use little or no slang and no localisms.

11. Lincoln and Webster were both great orators they were, however, opposite in style and manner of delivery.

12. Westchester is a perpetual bower of flowers, New Jersey flowers from the rocky Hudson shore to the fertile inland valleys.

13. A truck is loading old scrap-iron on a barge, two men move slowly in the heat.

14. These are the ports the sailor loves, it is of these he sings his chanteys.

15. The first of the commuters have arrived, the rush hour has begun.

16. Five years ago only about a hundred young women attended the University of Madrid, now twenty-five per cent of the students are women.

17. Passengers crowded the bus to capacity, the young girls were in gay mail-order dresses.

18. The several small pools make suitable homes for water and bog plants, some already grow there, and others have been installed and are thriving.

19. This lake stretched twenty miles northward, whenever we could get a vista through the clusters of tree tops, its edge was the horizon.

20. *The Making of an American* is about a boy from Denmark who became a useful American, *The Americanization of Edward Bok* tells of a Dutch boy who grew up and earned success in our country.

Practice 8

Correct the following. Then pick out the subject and predicate of every clause in the correct sentences and give the syntax of the clause.

1. "The Village Blacksmith" is about an honest blacksmith who works from early morning to late at night, he can look the world in the face, because he does not owe any one.

2. Last Tuesday night Silas Marner went to the village on an errand, and when he returned he looked to see if his money was in its usual place, finding his money gone, he ran to the Rainbow Inn to spread the news of his robbery and to get help in looking for the thief.

3. One day in March my friends came to my door and called to me to come out, as it was a crisp morning, I did not feel like getting out of bed at that particular time.

4. The man that lived in part of our house was a great hunter, he had killed many foxes, a few bears, and other smaller animals.

5. You can imagine what happened, we all shrieked.

6. While at Saratoga Springs, I saw Governor Walsh, this gave me a real thrill.

7. As I was walking along the bank of the lake, I saw a little girl fall into the water, as soon as I heard the cry for help, I jumped in to rescue her.

8. I went and told my mother about the invitation and asked her whether we could go, she said she would be very glad to go away for a few weeks.

9. Later, when the boys woke up, Peter taught them how to fly, at first it was difficult but they soon were able to fly around the room.

10. While we were enjoying our swim, it began to rain, as we were in our bathing suits, it didn't matter.

Practice 9

Correct the following. If necessary, supply a subject and a predicate to make an independent clause. Pick out the simple subject and the verb of each clause, and tell how each subordinate clause is used.

MODEL FOR WRITTEN WORK

(Wrong) Do you realize what tyranny means, it means actually making slaves of persons who should have free minds.

(Right) Do you realize what tyranny means? It means actually making slaves of persons who should have free minds.

CLAUSE	NAME	USE	SUBJECT	VERB
Do you realize	independent		*you*	*do realize*
what tyranny means	subordinate noun	object of *do realize*	*tyranny*	*means*
It means actually making slaves of persons	independent		*it*	*means*
who should have free minds	subordinate adjective	modifier of *persons*	*who*	*should have*

1. Something attracted Mrs. Jiggs's attention for a moment and then she looked for her pet he was gone.

2. One day while Buck was sleeping, a man came and put a rope around his neck, Buck snapped at the man but the man put a muzzle on him.

3. Since the new requirements for graduation are better than the old. Because they broaden the pupil's opportunity and training and better fit him for life. Therefore every school in the city ought to adopt the new requirements.

4. I think this poem has been of great value to me this term because it showed me that getting and spending money are not all there is to do in the world. That there are many other things which are more profitable.

5. Therefore it is a good plan to let the shirkers know the results of laziness. That is, to let them shirk until they fail.

6. If one comes near the nest, the bird begins to gasp for breath and roll around as if dead. In this way taking the person quite a distance from the nest.

7. That's a good word, I found it in *Ivanhoe*.

8. We ran to see what was the matter, the house was all in flames, and the noise was caused by the breaking of the large plate-glass windows.

9. The reason for this interest being that any nation which is

struggling for independence arouses the sympathy of the United States.

10. Rowdyism on the street cars is common among the boys who travel to and from school by car, they pretend to be young gentlemen but lack the elements of gentility.

11. Often persons who have brilliant minds are never heard of. Sometimes because their parents cannot send them to high school and college.

12. A cat dashed out of the pipe and ran across the street into the house she went.

13. After Jean Valjean had walked through the mountains for a long time, to his amazement he heard some one coming along the road whistling, turning around, he saw a young child tossing money in his hand.

14. They showed Wamba the prison where Cedric and Athlestane were then they left him.

15. Please excuse Jane from reciting today, because of illness she was unable to prepare her lesson.

16. Another fault of mine that I learned from my examination is poor paragraph structure, there were also several words misspelled in my composition.

17. The works of famous writers and poets can be found in any number of a literary magazine. Also the works of young poets and writers.

18. When in trouble, rub this ring it has magic powers.

19. They all turned to look, sure enough there was a rider coming towards Cottonwoods.

20. Christmas came but once a year to their home just as to every other modest dwelling, again, like the average family, they were going to make the most of it.

21. For instance, the intelligence of Buck, one of the oxen on the farm, who used his head to break pumpkins if his teeth failed.

22. Not many cars cross this bridge safely about nine out of every ten go over into the water.

23. Lincoln in his speech at Cooper Union used no figurative language still he held the attention of every hearer.

24. Pour in the oil, and your car is ready to go five hundred miles, after that repeat the operation.

25. Some one has said that when a speaker rises in thought his language descends to the simple. Meaning that a speaker who is in dead earnest speaks from the heart and to the heart and therefore is truly eloquent.

Practice 10

Punctuate and capitalize this composition. Be sure to place a period at the end of a sentence and to begin a sentence with a capital.

What Luck

Through the entanglement of weeds along the shore we wormed a circuitous way to the fishing deeps where we dropped anchor then I drew my rod and reel from its case adjusted its joints pulled the line to the right length tied a hook at the end and prepared to bait it

Of course Im not a bit squeamish about bugs and things if its only a matter of petting them but I view the matter from a different angle when it comes to impaling wriggling animals on a hook minnows fishworms grasshoppers night crawlers provided a beautiful variety to select from and are so tempting to fish pondering led to decision the choice of a thin little wiggly pink worm the least likely to be missed and so easy to run on the hook whew it was hot

All set the worm on his line whizzed over the water cut the surface and hung suspended but he stayed there only a minute whir whir-r-r-r the line was flying off the reel surely nothing less than a fourteen-inch bass had seized my bait I played him a little and then began to draw him in very very cautiously when the big catch was near enough as I thought I whipped up the line with a swish and deposited on the bottom of the boat amid the applause of my companions a six-inch pike

He had eaten only the dangling tail of the bait so the same worm a little paler from his experience set out again across the water in a minute a jerk on the line almost pulled the rod out of my hands soon a ten-inch bass flapped his protests at my feet

Rejoicing in my good luck I jabbed a fat worm on the hook and hurled it out over the surface of the water for the rest of the morning though I used as bait worms minnows grasshoppers and night crawlers not a fish even nibbled at my hook

Practice 11

Have you ever read a good dog story, *The Call of the Wild; Greyfriars Bobby; Lad, a Dog; Polaris; Stickeen; A Dog of Flanders; Stories of Brave Dogs; Jerry of the Islands; Michael, Brother of Jerry;* or *Bob,*

Photo by Ewing Galloway

Son of Battle, for example? If so, you will enjoy making up a story about the dogs in the picture or telling one about a dog you know.

In the introduction of your story answer the questions, "Who?" "When?" "Where?" "What?" Also try to arouse the reader's interest or make him curious when you start the story, and keep him in suspense till you near the end. Picture the dogs and places, and let the reader know how the dogs felt. Make the story move swiftly. Have a point or exciting part, and make it stand out by going into details. Conclude briefly.

After writing the story, look through it carefully for comma sentences and half-sentences. If you find any, change them to sentences.

Summary

1. A phrase has neither subject nor predicate; a clause has a subject and a predicate. A sentence or an independent clause makes complete sense — really says something — when standing alone; a subordinate clause as a rule does not.

2. When a period is used after a part of a sentence that does not make complete sense when standing alone, the fraction of a sentence is called a **half-sentence.**

3. If a conjunction is not used between independent statements, a period and a capital or a semicolon separates the statements. If a comma or nothing is used between such statements, the error is called the **comma blunder.**

CHAPTER XIX

BETTER SENTENCES

Varied sentences are pleasing; sentences of the same kind are tiresome. Most pupils overuse the simple sentence beginning with the subject, and the compound sentence. This chapter shows six ways of applying grammar to the improvement of sentences.

(1) Something Other than Adjectives before the Subject

What grammatical element or elements are placed before the subject in each of these sentences?

1. *Suddenly* the fish-hawk closed his wings.
2. *When you drive along Piccadilly in an automobile, taxicab, or omnibus*, you are jolted up and down in your seat in a most uncomfortable fashion at every yard or so.
3. *Thundering between them in its gorge goes* the blue-green torrent of the river.
4. *To reach the bottom of the gorge* sightseers descend a ladder.
5. *Up the hill ran* the rabbit with Punch after it.
6. *A disappointed dog was* Punch.
7. *The candidate who is honest and intelligent* I shall support.

The elements before the subjects in these sentences are: (1) adverb, (2) adverb clause, (3) participle and verb, (4) infinitive, (5) prepositional phrase and verb, (6) predicate nominative and verb, (7) object of verb.

With these elements are modifiers. For example, in sentence 7 the adjective clause *who is honest and intelligent* modifies the noun *candidate;* in sentence 3 the prepositional phrases *between them* and *in its gorge* modify the participle *thundering.*

"Childish," "babyish," "immature," and "primer" are names sometimes given to English in which sentences always begin with the subject and the verb, especially if the sentences are compounded with *and* and *so*. Subject, verb, subject, verb, subject, verb, *and, so, and, so* — this sameness becomes very tiresome. To make your writing sound like that of an educated man or woman, get into the habit of sometimes putting before the subject an adverb, an adverb clause, an infinitive, a prepositional phrase, a predicate nominative, an object, a participle, or a verb.

Practice 1

Revise each of these sentences by placing something besides adjectives before the subject. Then tell what grammatical element or elements you placed before the subject.

1. The old captain was buried with military honors in the jungle far from his home and family.
2. The Mississippi poured through the gap with the roar of a dozen freight trains.
3. He went up and up until he was at least three hundred feet in the air.
4. A more formal reception came at the city hall.
5. The majority of rivers in parts of Africa dry up during the dry season, which lasts for six or seven months.
6. They were able to get into the air again twice.
7. They came down and could not rise again after they had returned to within seventy miles of Beechey Point.
8. A tiny island is lying like a green leaf on the sparkling, tropical ocean.
9. He could control his golf shots but couldn't control his temper when a youngster of nineteen.
10. Many lean-tos have been scattered through the wilderness for the hikers on the forest trails.
11. Mountain climbing with Swiss guides is good sport for the hardy.
12. He waxed peevish and tossed away his clubs in wrath when things went wrong.

13. A slender, blue-eyed boy is putting himself through college with a pair of scissors down in Augusta, Georgia.

14. Elk, sheep, and deer are reputed to stroll past the porch of this lodge.

15. Tumbled foothills, dark with pine, spread out through the gap.

16. Three white flags, each six feet square, dropped from the plane.

17. He may have seemed to them a crank.

18. Parliament meets in the afternoon for eight months of the year or thereabout.

19. Boys should not overwork dogs to train them properly for racing.

20. The huge range of Fairholmes with the river boiling around it rises square across the valley's end.

21. The flatboat ferry of other days is not yet dead but surely slipping.

22. The disappearance of the old-time district school is directly attributable to the advent of the motor age.

23. A garden is nowhere more charming and colorful and altogether delightful than in Maine.

24. A narrative of what happens to the bold sailors then follows.

25. A man must not strike a woman, not even with a flower, according to the code of gallantry.

A Strain on the Family Tie

A cartoon by G. Williams, which appeared in today's *Post-Standard*, depicts a family scene. * Seated at the dinner table in a comfortable, attractive room, the husband is berating his wife in loud tones. * With a knife in one hand and the other hand pointing to the food on the table, he makes a comical spectacle. The subject of his lecture is the dinner. He says, "I'm tired of these bridge-party lunches, which not only spoil *your* appetite but your *idea* of mine." * On the table is a very meager supper, made up of canned beans, coffee, and bread. * Across the room sits his wife reading the paper in utter unconcern. * Slumped in a chair, she has the appearance of a human jellyfish. * On the floor at her feet is a diminutive white poodle, which looks happy and well cared for.

The meaning of the cartoon is that when the wife goes to a bridge luncheon and enjoys the delicious food, she feels no need of an attractive and nourishing dinner. * Being tired after an exciting game, she finds it easier to prepare a "store" supper than to cook a

dinner for her family. * When her husband comes home with a wonderful appetite, he says what he thinks about his evening meal.
—A Pupil's Theme

Practice 2

In a paragraph describe a newspaper or magazine cartoon so vividly that the reader will see the picture. In a second paragraph explain the meaning of the cartoon so clearly that a person who is stupid about cartoons will understand it. In five or more sentences put something besides adjectives before the subject. Place an asterisk (*) at the beginning of each of these sentences.

(2) Complex Sentence

(Childish) It takes ten to fourteen days to deliver orders, so we suggest that you order early.

(Better) Because it takes ten to fourteen days to deliver goods, we suggest that you order early.

And and *so* are useful words, but they are sadly overworked. Hence boys and girls improve their English when they get rid of *and* and *so* joining clauses by substituting adverb or noun clauses for some of the independent clauses. The average pupil needs to form the habit of writing more noun clauses and complex-complex sentences.

Practice 3

Change each compound sentence into a complex sentence by subordinating one of the ideas. Place the adverb clauses before the independent clauses they modify.

1. Bobby lost his smile and his cap, but he kept his head.
2. Her aunt and uncle were also dead, so she had no one to go to.
3. A few minutes after going to bed, I heard a loud crash in the kitchen, and my heart leaped into my mouth.

4. I saw all the other boys riding bicycles, and I thought it very easy.

5. Father, a Civil War veteran, was a lover of the wilderness, so he moved our family westward.

6. One day Penrod got very tired looking at the hair of the girl in the seat in front of him, so he dipped it into the inkwell on the desk.

7. I showed that I could handle the quarterstaff, so the outlaws said I could go free.

8. Often in his anxiety to drive the ball out of the lot, he strikes out, but the fans always forgive him.

9. You can't rinse off in cold water plates all bacon grease, and every woman knows this.

10. The captain was asleep in his bunk, and the pilot drew a little off his course and ran aground.

11. He worked from morning to night in the fields, but he had nothing but a coarse shirt to his back and his little mudhouse.

12. We were walking through an old weedy field, and I chanced to spy a nighthawk sitting on the ground only three or four yards away.

13. The boys and girls in these schools study arithmetic, and at the same time they practice carpentry, paperhanging, or some other manual trade.

14. In the summer I can't skate or coast, so I play tennis and golf.

15. After a strenuous day in the woods I was tired, so I went to bed early.

16. This man was very kind to his dogs, and he had a dog team, and he made Buck leader of the dog team.

17. There was a Spitz right behind Buck, and the Spitz always bit Buck's legs, and one day they had a fight.

18. Will had brought tins, and the coffee made them hot.

19. The fire was caused by a child playing with matches, but a fireman soon put it out.

20. Then near a little town called Clayville a machine was coming in the opposite direction, and it was a long truck, so we had to get out of their way, and there we stuck in the snow.

21. Now the rage is for these questions, and the newspapers and magazines print the answers too, so we have an easy time of it.

22. I am a pupil in Commercial High School, and our English class is preparing a book on magazines.

23. Mrs. Cabot ran to rescue her little dog. She valued it highly.

24. One day I saw a pair of downy woodpeckers eating suet tied

to some lilac bushes. Then the urge to build a bird house possessed me.

25. In his Gettysburg Address, Lincoln brings out very clearly the purpose of the gathering, and it is not so long as the Cooper Institute oration.

(3) Appositive

Which is better?

1. Almost at its door is a stream stocked with rainbow trout — a fish far more game than Adirondack pike.

2. Almost at its door is a stream stocked with rainbow trout. This fish is far more game than Adirondack pike.

Number 1 is briefer and more forceful than number 2. Frequently an appositive saves words and improves the sentence structure. Appositives help one to build better sentences. Do you use them? Unless you write better than the ordinary pupil in grades seven to twelve, you should use about twice as many appositives as you are in the habit of using.

Practice 4

In each of the following, combine the sentences by substituting an appositive for one of the sentences:

1. Coming as an eastern "punkin lily" to the Bad Lands, Theodore Roosevelt became the leader of the forces of law and order. This was the most turbulent community of the western frontier.

2. On the deck of the flagship *Seattle* paced Admiral Hughes. He is commander-in-chief of the United States fleet.

3. Against this glory of nature flashes a pageant of summer life. This life is a whirl of teas, dances, dinners, and parties.

4. Two months ago Wilson Jackson rolled his large eyes, blew on his hands when told that two lion cubs were coming to the White House. Jackson is a Negro porter and keeper of the presidential collection of raccoon, collies, bees, owl, and the like.

5. I had the pleasure of meeting Jack London. He was a rover, adventurer, and story teller.

6. It is by far the best market for all products of general con-

sumption. These are food, clothing, fuel, furniture, musical instruments, and household appliances.

7. Eugene Field is the children's poet. His body was enshrined in a specially built tomb in a Chicago church.

8. "Tim" O'Neil is a Rhode Island manufacturer of emblems and badges. He was born in "Dog Town," now South Providence.

9. At the time of the Mississippi flood Herbert Hoover was Secretary of Commerce. He reported to the President the need of additional Red Cross funds.

10. The buildings are simple ones and not particularly attractive. They have steep roofs of dark slate.

(4) Series

Which is better?

1. Marceline ran away from the tailor to whom he had been apprenticed, then he crawled under a circus tent, and soon he fell asleep.

2. Marceline ran away from the tailor to whom he had been apprenticed, crawled under a tent, and fell asleep.

The compound predicate is terser and more forceful than the compound sentence with *he*.

Practice 5

Improve these sentences by making of each compound sentence a simple sentence with a compound predicate:

1. Suddenly the fish hawk closed his wings, then he shot down till he was half buried in the trough of a wave, and soon he rose again with a fish over a foot long struggling in his talons.

2. King Michael a few years ago sat in a ten-dollar American chair, and he ate bread and jam and cookies, and, just like any other infant, he wore a bib.

3. The gorilla is the largest and ugliest of the great apes, and it walks erect, and in form of body and limbs it most resembles man.

4. The natives seize him, and they bury him to the neck in sand, and they fling their spears all around and very close to his head.

5. Lapps buy their sugar in a large lump, and with a specially devised pair of pincers they break it off in small pieces.

The compound predicate is only one kind of series. Four other varieties are:

A Series of Adjectives

The Governor was *tall*, *lean*, and *ruddy* and had a *long*, *narrow*, *thin* face.

A Series of Adverbs

He did his work *quietly*, *quickly*, *thoroughly*.

A Series of Nouns

Self-control, *truthfulness*, *kindliness*, and indomitable *energy* combined to make him a striking character.

A Series of Prepositional Phrases

Through the woods, *across the field*, and *up the mountain* the deer ran to escape the hunter.

Practice 6

Find in a newspaper, a magazine, or a book five good sentences which illustrate the use of the series.

Practice 7

In a composition with one of these as a title: a red-letter day, my unlucky day, my autobiography, caught in the act, my first experience at cooking, a punishment I deserved, how I earned my first dollar, a radio program I liked, the meanest thing I ever did, no gas, what I saw on my way to school, a visit to a factory, or how to study grammar, use (1) something besides adjectives before the subject, (2) the complex sentence, (3) the appositive, and (4) the series, to improve and vary your sentences. Before a sentence place 1 if there is something except adjectives before the subject, 2 if the sentence is complex, 3 if there is an appositive in the sentence, 4 if the sentence contains a series of words or phrases.

(5) Participle

Most pupils can improve their style by using more participles. An average adult uses twice as many participles as a typical pupil in grades seven to twelve.

Notice that participles help us to express briefly and pleasingly what we have to say.

(Childish) When thirteen years old, Tim was an errand boy. He earned his three dollars a week, but still carried papers before reporting for work.

(Better) When thirteen years old, Tim was an errand boy, earning his three dollars a week, but still carrying papers before reporting for work.

Practice 8

Improve these sentences by substituting participles for some of the verbs in independent or subordinate clauses:

1. To left and right tower two-mile peaks, which are always covered with snow.
2. For sixteen days they worked their way over rough ice, and they carried barely enough provisions to last their trek to the shore at Beechey Point.
3. Major General Summerall, who was warmly welcomed, rose and spoke crisp, West-Pointed sentences.
4. Are you searching for a trout stream which is not too well fished?
5. The crest of the Mississippi flood crawled southward a mile an hour and spread through Arkansas and Louisiana.
6. He lowers sail and drifts for some time.
7. The President, who was in a blue suit and wore a stiff hat and was accompanied by Colonel Starling, started out on a brief fishing expedition shortly after luncheon.
8. The memoirs of Trader Horn are crammed with incredible experiences and are also crowded with humor, satire, and poetry.
9. The castle, which is crumbling and deserted, now stands on its high promontory.
10. Colonel Lindbergh passed over the English Channel and kept on toward Paris.

PRACTICE 9

Tell entertainingly an incident of a book you have read recently. Use five or more participles and underscore them.

(6) Interrogative, Imperative, and Exclamatory Sentences

The sixth method of applying grammar to the improvement of one's style is by using occasionally for variety an interrogative, an imperative, or an exclamatory sentence.

MY RIDE ON A DONKEY

1245. One day at Luna Park after I had ridden on the Witching Waves, the Ferris Wheel, and a scenic railway, I saw a sign bearing the words "Donkey Ride." 15. Behind the huge sign stood several cumbersome-looking donkeys, busily switching their tails to keep the flies away. 2. One of the animals seemed friskier than the others. 12. Perhaps a fly had bitten him harder than usual. 125. At any rate he kept prancing around; and I devoutly hoped, after I had decided to enjoy a donkey ride and had bought my ticket, that he would not fall to me.

126. Just then the keeper called out, "Here, girl, hop on this one, and hold the reins tight. Giddap, Moses." 1. After saying this he made some clicking sounds.

12. Since the donkey had just a thin blanket over him, there was nothing to hold on to except the reins. 1. These I did not wish to pull for fear of hurting him. 12. So when we went up a hill, I had all I could do to keep from slipping off his back. 12. In a short time I was so afraid of the animal that when he shook himself, I dropped the reins. 12. When Moses discovered that no one was guiding him, he stopped to browse. 12. Since the reins had fallen out of my reach, I could not possibly start him going; so there I sat and wondered whether my last day had come. 126. What could I do if the animal took it into his head to kick? 2. I had heard that this was a favorite pastime among donkeys. 12. When I tried to get off, he moved, and my plan of escape was thwarted. 145. At last the manager came, and seeing my discomfort, took the reins, and led Moses and me safely back to the starting place.

—A PUPIL'S THEME

PRACTICE 10

About a ride, perhaps an unusual one, write a true story. Or make up a story about the ride the start of which is shown in the picture. Improve your

Photo by Ewing Galloway

sentences in the ways studied. Then before a sentence place 1 if there is something except adjectives before the subject, 2 if it is complex, 3 if there is an appositive in it, 4 if it contains a series of words or phrases, 5 if there is a participle in it, 6 if it is interrogative, exclamatory, or imperative. The 1245 before the first sentence of "My Ride on a Donkey" shows that the sentence has something except adjectives before the subject (1), is complex (2), contains a series (4), and has a participle in it (5).

Summary

Ways to improve our sentence structure are: (1) placing something except adjectives before the subject; (2) using complex sentences; (3) using appositives; (4) making use of the series; (5) using participles; (6) occasionally using an interrogative, an exclamatory, or an imperative sentence.

CHAPTER XX

FORMS AND USES OF ADJECTIVES AND ADVERBS

Comparison of Adjectives

Most adjectives have three forms:

1. Joe is *brave.*
2. Mary is *braver* than Joe.
3. Ernest is *bravest* of the three.

Brave, the positive degree, merely names the quality; the comparative degree *braver* denotes that one has a higher degree of the quality than another; the superlative degree *bravest* denotes that one has more of the quality than any other compared or has the quality in the highest degree.

1. Adjectives of one syllable form the comparative and the superlative by adding *er* and *est* to the positive.

strong	stronger	strongest

2. Adjectives of three or more syllables are compared by prefixing *more* and *most* to the positive.

wonderful	more wonderful	most wonderful

3. Many adjectives of two syllables form the comparative and the superlative by prefixing *more* and *most* to the positive.

helpful	more helpful	most helpful
helpless	more helpless	most helpless

Some two-syllable adjectives are compared in both ways.

tired	tireder	tiredest
tired	more tired	most tired

4. Several adjectives are compared irregularly.

Positive	Comparative	Superlative
bad, evil, ill	worse	worst
good	better	best
much, many	more	most
near	nearer	nearest, next
far	farther	farthest
little	less, lesser	least
late	later, latter	latest, last

5. It is illogical to compare words like *round*, *square*, *straight*, *complete*, *perfect*, *white*, and *black*. If a line is straight, another cannot be straighter. If a man is square, another cannot be squarer. Yet "He is the squarest man I ever saw" and "My line is straighter than yours" are correct sentences. Here *squarest* means most nearly square, and *straighter* means more nearly straight.

Adjectives like *endless*, *equal*, *single*, *unique*, *unanimous*, *daily*, and *every* are not compared.

Practice 1

Compare *odd*, *feeble*, *joyful*, *little*, *gentle*, *late*, *beautiful*, *strange*, *good*, *bad*, *happy*, *tactful*, *healthy*, *honest*, *far*, *near*, *much*.

Comparison of Adverbs

1. Most adverbs end in *ly* and form their comparative and superlative by prefixing *more* and *most* to the positive.

2. Adverbs which do not end in *ly* commonly add *er* and *est* for the comparative and the superlative.

fast	faster	fastest
soon	sooner	soonest

3. Several adverbs are compared irregularly.

Positive	Comparative	Superlative
well	better	best
ill, badly	worse	worst
little	less	least
much	more	most
late	later	latest, last
near	nearer	nearest, next

Use of Comparative and Superlative

Which are right?

1. It is hard to tell which of the two I like ——. (better, best)

When comparing two, most careful writers use the comparative. Hence *better* is the preferred word.

2. Maine has more pine trees than —— New England state. (any, any other)

We should avoid comparing a thing with itself. With *any* the sentence says that Maine has more pine trees than any state including itself. *Any other* says what is meant.

3. A sharp tongue is the only edged tool that grows —— with constant use. (keener, more keener)

Double comparison (*more keener, most unkindest*) was correct when Shakespeare wrote but has gone out of style. *Keener* is right.

Practice 2

Pick out the better word or expression in each sentence, and give a reason for the choice:

1. Adele is brighter than —— girl in her class. (any, any other)
2. Mary has the —— ways of any one I know. (funniest, most funniest)
3. The Stromberg-Carlson works better than —— radio set on the market. (any, any other)
4. "The World Is Too Much with Us," which I studied last night, appealed to me more than —— poem I have ever read. (any, any other)

5. Wister's —— known novel is *The Virginian.* (best, most well)

6. The —— sport in Lincoln High during the past term was basketball. (outstanding, most outstanding)

7. Which is the —— of these two books for me to read? (better, best)

8. It was the —— sight I ever saw. (saddest, most saddest)

9. Is the can with the red label or the can with the yellow label the ——? (better, best)

10. The author discusses some of the nation's —— known institutions of learning. (best, most well)

11. Paris is larger than —— city in France. (any, any other)

12. Rhode Island is smaller than —— state in the United States. (any, any other)

13. In connection with the Tenth Annual Beefsteak and Dance of the Millerites there will be issued a —— program. (unique, most unique)

14. Sabatini is one of the —— known authors of the day. (best, most well)

PRACTICE 3

In three sentences of your own use the comparative correctly and in three use the superlative.

Double Negative

Avoid the double negative. The negative is not used with *hardly*, *scarcely*, and *only*, or with *but* when it means only.

(Wrong) He didn't receive no pay.
(Right) He didn't receive any pay.
(Wrong) We can't hardly hear her.
(Right) We can hardly hear her.

This rule you doubtless understand. Do you habitually use the right forms in your conversation?

PRACTICE 4

Pick out the correct word in each sentence, and give a reason for the choice:

1. There —— hardly anybody at the committee meeting. (was, wasn't)

2. They don't put —— new in it. (anything, nothing)
3. I didn't find it ——. (anywhere, no place)
4. Some people never know ——. (anything, nothing)
5. There —— but one garage in the town. (is, isn't)
6. I didn't say ——. (anything, nothing)
7. Jim's mother didn't take —— more than belonged to her. (any, no)
8. She didn't leave —— margin. (a, no)
9. I haven't —— sled. (a, got no)
10. It didn't make —— difference. (any, no)
11. He didn't have —— introduction. (an, no)
12. I haven't —— to do with the matter. (anything, nothing)
13. I didn't see —— there. (any one, no one)
14. There —— but one church in the village. (is, isn't)
15. A nation does not surrender its sovereignty by belonging to the League of Nations —— than it does by settling a dispute by arbitration. (any more, no more)

This, That, These, Those

This and *that* are singular; *these* and *those*, plural.

(Wrong) Don't get these kind of gloves.
(Right) Don't get this kind of gloves.

Say *this boy*, not *this here boy; that boy*, not *that there boy*. The adverbs *here* and *there* cannot modify a noun.

Practice 5

Select the correct word in each sentence, and give a reason for the choice:

1. I like to associate with —— kind of people. (that, those)
2. —— boy doesn't belong with us. (that, that there)
3. I don't care for —— kind of books. (that, those)
4. —— blind man took Jim by the arm and hurt him. (this, this here)
5. I can't answer —— kind of questions. (that, those)
6. —— sailor came into the house. (this, this here)
7. If —— kind of films —— suppressed, the moving picture will no longer be a danger spot in American life. (that, those) (is, are)

8. —— kind of games —— very exciting. (that, those) (is, are)

9. Should —— book report be on fiction or biography? (this, this here)

10. Have you ever raised —— kind of apples? (that, those)

A, An, The

1. Use *a* before consonant sounds and *an* before vowel sounds. Think of sounds, not letters. *An hour* is right because the *h* is silent.

2. Repeat the article before a second noun in a series for contrast, clearness, or emphasis.

I should like to discuss the matter with the president and *the* secretary.

He has friends in the East and *the* West.

3. When two or more adjectives modify a noun, repeat the article only if different objects are meant.

My father has a green and black car. (one car)

My father has a green and a black car. (two cars)

4. Omit the article after *sort* and *kind*.

(Wrong) He was turned into a sort of an animal.

(Right) He was turned into a sort of animal.

5. Say *a half-hour* or *half an hour*, not *a half an hour*.

(Wrong) They kept on doing this for about a half an hour.

(Right) They kept on doing this for about a half-hour.

Practice 6

Pick out the correct word or expression in each sentence, and give a reason for the choice:

1. Mary was —— heiress to millions. (a, an)
2. He was there about a half ——. (hour, an hour)
3. Then —— of us yelled, "Boo!" (both, the both)
4. This sort of —— has been tried in other schools. (fund, a fund)
5. Loraine is sent to —— aunt's house. (a, an)
6. After a half —— hard work we got the rabbit. (hour's, an hour's)

7. —— offers many opportunities to boys and girls. (United States, the United States)

8. A glacier is a kind of ——. (river, a river)

9. They didn't know that King Uther had —— heir. (a, an)

10. Which of the dresses do you like better, the black or —— one? (white, the white)

11. The president and —— gave their reports. (treasurer, the treasurer)

12. Go south on Broadway for a half ——. (a block, block)

Demonstrative Adjective and Personal Pronoun

Which is right?

1. We aren't going to use them tickets.
2. We aren't going to use those tickets.

You know, of course, that *those* is right. *Them*, a pronoun in the objective case, cannot modify the noun *tickets*. But have you formed the habit of saying *those boys, those tickets, those books, those things, those girls?*

Confusion of Adjective and Adverb

Which is right?

1. She prepared her speech ——. (good, well)

Good is an adjective; *well*, an adjective or an adverb. The adverb *well*, the right word, modifies the verb *prepared*.

2. They at first believed him a shirker but later thought ——. (different, differently)

The adverb *differently* modifies the verb *thought*.

3. At the teacher's jokes the pupils laughed ——. (hearty, heartily)

The adverb *heartily* modifies the verb *laughed*. Although *hearty* ends in *y*, it is an adjective.

4. He is a —— good tennis player. (real, very)

The adverb *very* modifies the adjective *good*. *Real good* and *some better* are colloquial expressions.

5. She looks —— in a rose dress. (beautiful, beautifully)

Beautiful is a predicate adjective after the verb *looks*. A predicate adjective is usually required after a verb that resembles in meaning *be* or *seem* — *look*, *feel*, *taste*, *smell*, and *sound*, for example.

Slow, *loud*, *quick*, *cheap*, *right*, *wrong*, *clear*, *ill*, *well*, *deep*, *hard*, *high*, *long*, and *fast* are used as adjectives or as adverbs.

Practice 7

Pick out the word which is correct according to literary usage. Give the syntax of the word chosen.

1. Approach him ——. (gentle, gently)
2. We started the season —— by beating South Side by a score of 45 to 2. (good, well)
3. My experience on a farm helped me ——, of course. (some, somewhat)
4. He has learned to pronounce his words ——. (correct, correctly)
5. If they knew a little more about civics, they would think ——. (different, differently)
6. It is —— cold today. (real, exceedingly)
7. The speech would have been very —— had there been less repetition. (good, well)
8. I wonder how —— will be the impression on the audience. (deep, deeply)
9. We could not see the fort very ——, as it was foggy. (good, well)
10. A good talker will get a position much —— than a hesitating or stammering applicant. (easier, more easily)
11. The Chinaman could imitate a Scotchman almost as —— as Harry Lauder. (good, well)
12. This defeat was not taken ——. (serious, seriously)
13. The machine has not worked very ——. (satisfactory, satisfactorily)
14. He talks very —— and ——. (gentle, gently) (sullen, sullenly)
15. The slave trader handled Tom rather ——. (rough, roughly)
16. In front of the bakery Sarah saw a small girl dressed very ——. (shabby, shabbily)
17. I was going along —— on my skis. (good, well)

18. We pitched hay —— for about two hours. (steady, steadily)
19. The wind blows ——. (cold, coldly)
20. My father is —— better today. (some, somewhat)
21. He carried it on his back ——. (easy, easily)
22. You did that very ——. (good, well)

Practice 8

Correct all errors. Give a reason for each change. Four of the sentences are right.

1. What kind of a test will we have tomorrow?
2. I can't only stay a few minutes with you.
3. My brother is younger than me, and he can't hardly understand the story.
4. I ain't had no education, but yet I speak good.
5. Willie and me soon learned how to milk pretty good.
6. I haven't got no pen.
7. Act quick if you want a set at this low price.
8. The plan worked more or less satisfactory until 1928.
9. He ain't got no pencil.
10. You have been born and brought up in United States.
11. We should try to live plain and simple.
12. He didn't know nothing about it.
13. I don't want any of them things.
14. It is these kind of pupils that will work very hard to succeed.
15. Prose is easier to understand than poetry.
16. I never did like that kind of a book.
17. He published this newspaper, but it did not sell good.
18. There are many who talk a lot and never do nothing.
19. This kind of an essay has no definite outline.
20. After the long walk we all ate very hearty.
21. The simplest little flower inspired him to write a beautiful poem.
22. Put them books over there on my desk.
23. Then the whole school went out to play for a half-hour.
24. The substance of the recitation was fairly well.
25. That there pencil is broke.
26. This here man had information from Palestine.
27. Don't leave nobody go in here.
28. Keziah Coffin is a most unique character.
29. When the boys knew how honest and courageous Harry was, they treated him different.

Summary

1. The **positive degree** merely describes a quality. The **comparative degree** denotes that one object has a higher degree of a quality than another object. The **superlative degree** denotes that one object has more of a quality than any other compared or has a quality in the highest degree.

2. When comparing two, most careful writers use the comparative.

3. When the comparative is used for more than two, exclude from the group the object compared.

4. Avoid double comparison.

5. Avoid the double negative.

6. *This* and *that* are singular; *these* and *those* are plural.

7. Use *a* before a consonant sound and *an* before a vowel sound.

8. Repeat the article before a second noun in a series for contrast, clearness, or emphasis.

9. When two or more adjectives modify a noun, repeat the article only if different objects are meant.

10. Omit the article after *sort* and *kind*.

11. Do not use an adjective to modify a verb, an adjective, or an adverb.

12. After *look*, *feel*, *taste*, *smell*, and *sound*, use a predicate adjective to describe the subject.

CHAPTER XXI

USE OF PREPOSITIONS AND CONJUNCTIONS

Correct Preposition

Which are correct?

1. John fell from the porch —— the water and then went —— the house. (in, into)

Into is used for motion from one place to another — porch to water, outside the house to inside, for example. If John had been wading in deep water, he might have fallen in it.

2. I was not —— home yesterday. (at, to)

Notice the difference between *at* and *to:* "I went to school on Friday but was at home on Saturday."

3. Then John suggested that we divide the money —— the twenty members of the club. (among, between)

Between commonly applies to only two objects.

4. Keep —— the ice wagon. (off, off of)

Off is correct.

5. I got the knife —— Jack. (off of, off, from)

From is correct.

6. —— the locomotive were ten cars. (behind, in back of, back of)

Behind is literary English; *back of*, colloquial; *in back of*, childish.

7. —— financial reverses I have been forced to leave school. (due to, because of)

The two words *because of* are used as a preposition. *Due* is an adjective and is correctly used in the sentence: "The accident was due to carelessness." In this sentence *due* is the predicate adjective after the verb *was*.

Practice 1

In each sentence select the correct preposition. When in doubt, look up in a dictionary the meaning and the use of the prepositions.

1. The Jew was to cut off a pound of Antonio's flesh as payment for a sum of money Antonio had borrowed —— Shylock. (off, from)
2. The teacher divided his time —— the three sections as he thought best. (among, between)
3. Last Friday I was over —— your house but didn't find you at home. (at, to)
4. Suddenly Jim heard a noise and hid —— a tree. (behind, back of, in back of)
5. Many men, women, and children are killed or crippled every day —— the carelessness of automobile drivers. (because of, due to)
6. Mother said she would make jam and jelly —— the berries. (of, with)
7. During July and August we were —— Paris. (at, in)
8. If Harvard had won, there would have been a triple tie —— the colleges in the Big Three. (among, between)
9. He jumped —— the water to rescue his sister. (in, into)
10. The story is —— a little girl and some Indians. (about, of)
11. While my mother was —— the store, I climbed upon the kitchen table. (at, to)
12. She appeared to be rather heartless —— the fact that she spurned the love that was so often offered her. (because of, due to)
13. They took the money —— me. (from, off, off of)
14. One day we decided to go out —— the woods for a rest. (in, into)
15. He slipped on the raft but luckily did not fall —— the water. (in, into)
16. Yesterday I was —— the circus. (at, to)

Practice 2

Write sentences in which you use correctly *in, into, at, to, between, among, off, from, behind, because of,* and *due to.*

Overuse of Coördinate Conjunctions

Common coördinate conjunctions, which connect words, phrases, and clauses of equal rank, are *and, but, or, nor, so, yet, while,* and *though.* The subordinate conjunctions, which connect subordinate clauses with independent clauses, are numerous. Some common ones are *when, while, until, till, where, than, that, if, although, though, because, as, as if, for, since, unless, lest, whereas, whether, before, how, why,* and *after.*

Correlative conjunctions are used in pairs: *either — or, neither — nor, both — and, whether — or, not only — — but also.* Notice that *nor* is the correlative of *neither.*

Practice 3

After reviewing the explanation and illustrations on page 248, improve these sentences. Get rid of some coördinate conjunctions by subordinating the less important ideas. Ask yourself, "Are these facts of equal importance? If not, which is the main idea? The subordinate idea? Does every conjunction used mean exactly what I want to say?"

1. The road was repaired only a year ago, and now it is full of holes.
2. My uncle is sixty years old, and he expects to retire from business next year.
3. His scholarship, character, and service were investigated, and he was elected a member of the honor society.
4. The dock was about six feet above the surface and very easy to climb out upon.

5. Her relatives in England wanted her to return, so she went back to England.

6. In the school there was a teacher by the name of Miss Gray, and she always wore a little hat and an old faded purple shawl.

7. He stood on the platform before the convention, and he trembled and saw only a purple haze.

8. The play was over, and I started to take a car for home but found that I had no money, and the only thing left for me was to walk.

9. After my week at camp I was going home, and on the way I asked the baggage master at the station, and he told me that the next train was on the branch line.

10. Andy Kirk was the seventh to start in the sled contest, and he glided down the hill with the speed of an express train.

Practice 4

Write about your favorite pastime, an interesting experiment, one minute too late, a narrow escape, how to be a good citizen of the school, or how the game was won (or lost). Get rid of childish sentences and some coördinate conjunctions by subordinating the less important ideas. Place an asterisk (*) before every complex sentence.

Confusion of Prepositions and Conjunctions

Than, *as*, and *unless* are conjunctions. *From*, *like*, and *without* may be used as prepositions, not as conjunctions. *Different from* is always correct.

Which are correct?

1. When the alligator was pleased, he would wag his tail —— a dog does. (as, like)

A dog does is a clause with *dog* as its subject and *does* as its verb. Hence the conjunction *as* introduces it. The subordinate conjunctions introduce subordinate clauses; prepositions introduce prepositional phrases.

2. It was different —— I expected. (than, from what)

Different from is right. The clause *what I expected* is the object of the preposition *from*.

3. I will not go —— you go also. (unless, without)

The conjunction *unless* is needed to introduce the subordinate clause *unless you go also*.

Practice 5

In each sentence pick out the correct word or expression, and give a reason for your choice:

1. David drew his sword and protected himself —— Alan had taught him. (as, like)
2. My book is different —— Miss Hallam's. (from, than)
3. The raccoon would follow its master about just —— a dog does. (as, like)
4. She cannot come —— some one accompanies her. (unless, without)
5. A country school is much different —— a city school. (from, than)
6. The soldiers ordered Gunga Din about —— they would a slave. (as, like)
7. Learn to speak English —— educated Americans do. (as, like)
8. Sydney Carton's character was different —— that of Charles Darnay. (from, than)
9. If you drove a Franklin car —— I do, you would know more about air-cooled motors. (as, like)
10. He doesn't work —— I do. (as, like)

Practice 6

In sentences of your own, use *like*, *as*, *from*, *than*, *without*, and *unless* correctly.

Correct Conjunctions

Use *when* for time and *where* for place. In defining a noun, use, after *is*, a noun, not *when* or *where* introducing a clause.

(Wrong) A conjunction is when a word connects words or groups of words.

(Right) A conjunction is a word which connects words or groups of words.

Which is right?

—— my mother was sick, I couldn't do my homework. (because, being that)

Because is a conjunction; *being* is a participle — never a conjunction or part of it.

Notice the use of *that* and *because:*

1. I like this poem, because it pictures a bit of beautiful scenery.
2. The reason I like this poem is that it pictures a bit of beautiful scenery.

In sentence 1 *because* introduces the adverb clause modifying *like*. In 2 *that* introduces the noun clause used as the predicate nominative after the verb *is*.

Practice 7

Improve the following sentences. Show that any change you make in conjunctions is really an improvement.

1. One of the most important reasons why Lincoln's speeches were considered so good was because he always spoke the truth.
2. Being that she was secretary, she was not sent to the blackboard.
3. In *The Call of the Wild* an incident that aroused my sympathy was when the dog was taken captive.
4. The speaker said that neither Army or Navy officers fully understand the power of the airplane.
5. The reason I failed was because I had not studied.
6. Webster had a large vocabulary, but his speeches are hard to understand because of his use of long words.
7. Being it was a pleasant day, we started off early for the woods.
8. The climax of the poem is when the Ancient Mariner blesses the water snakes.
9. Being that he was the only music teacher in the village, I had to invite him.

10. A third reason is because the plan is unfair.

11. Arbitration is when a difference between parties is settled by persons chosen for that purpose.

12. The event which brings all the characters together is when the mechanics act before the king.

13. The reason he cannot come is because he sprained his ankle.

14. Being that this book contains information that is invaluable to you, don't put off buying it.

15. An adverb is when a word modifies a verb, an adjective, or another adverb.

Practice 8

Which four sentences are incorrect? Correct them. Then practice using the right prepositions and conjunctions.

1. He was *at* a party last night.
2. I shall get it *from* John.
3. I sit *behind* Harry.
4. From a limb of the willow tree my brother fell *in* the water.
5. *Because of* the lack of funds it is impossible to produce the play.
6. Come *to* my house on Saturday.
7. A very strange feeling comes over one as he dives *into* the water for the first time.
8. He came to Shylock to borrow money *from* him.
9. The piper *with* his flute lures the children of the town away to the mountains.
10. *Treasure Island* is *about* a boy who was alert and brave.
11. He did it *like* I did.
12. Life in the mountains is very different *from* what it is here.
13. His speech is different *from* that of the other pupils.
14. You do not punctuate a letter *as* we were taught in school.
15. *Being that* the car was very large, the six of us had enough room in it.
16. One reason the Americans fought for independence was *that* England refused to give them their rights as Englishmen.
17. *Because* the dog was large and fierce-looking, I had always been afraid of him.
18. He is friendly *to* our project.
19. The reason he stands low in his class is *that* he does not work hard enough.

20. Place the tongue *behind* the lower teeth.
21. We spent the summer *in* Los Angeles.
22. He died *of* pneumonia.
23. On the platform of the station we waited *for* him a half-hour.
24. A sentence is *when* a group of words expresses a complete thought.
25. I had a good time *with* my sister.

Summary

1. *Into* expresses motion from one place to another.
2. *Between* commonly applies to only two objects.
3. The two words *because of* are used as a preposition.
4. **Coördinate conjunctions** connect words, phrases, and clauses of equal rank.
5. **Subordinate conjunctions** connect subordinate clauses with independent clauses.
6. **Correlative conjunctions** are used in pairs.
7. We should subordinate our less important ideas and use conjunctions which mean exactly what we wish to say.
8. *Than*, *as*, and *unless* are conjunctions. *From*, *like*, and *without* may be used as prepositions, not as conjunctions.
9. In defining a noun, use, after *is*, a noun, not *when* or *where* introducing a clause.

Review Exercise 1

Select the correct or preferred word or expression. Give a reason for each choice.

1. I —— my homework in an hour. (did, done)
2. Every one has —— ups and downs in life. (his, their)
3. —— the water look blue? (doesn't, don't)
4. Each of the lads —— represented Jefferson High on the gridiron for at least one season. (has, have)
5. I hope I —— have the pleasure of knowing you as one of my customers. (shall, will)

6. I know that it —— some time ago that your letter arrived. (was, has been)

7. I wanted to go aboard one of the steamers which —— anchored in the harbor. (was, were)

8. Mother is —— down this afternoon. (laying, lying)

9. There —— been two meetings of the Executive Committee during the summer. (has, have)

10. We seated ourselves —— in the living room. (comfortable, comfortably)

11. Let the grass —— there. (lie, lay)

12. Besides —— two there —— another boy and a girl. (we, us) (was, were)

13. If any one from a city had seen this sight, —— wouldn't have forgotten it soon. (he, he or she, they)

14. At the present time she is enjoying a vacation —— Massachusetts. (at, in)

15. My father suggested an automobile ride to my mother and ——. (I, me)

16. We lifted the man into our automobile and —— him on the back seat. (lay, laid)

17. One evening in January there —— about a hundred sleds on the hill. (was, were)

18. Wherever one may go, —— will hear Shakespeare's plays spoken of. (he, one, you)

19. One of his hands —— behind his back. (is, are)

20. The picture shows a man who has just —— the English channel. (swam, swum)

21. My companion and —— were traveling across a desert in Arizona. (I, myself)

22. The mule had stepped into a hole and —— his rider. (threw, thrown)

23. My uncle took my brother and —— for a ride on his yacht. (I, me)

24. The stranger said that he had —— to the meeting for information. (came, come)

25. As Lake George —— one hundred eight miles from Ausable Chasm, this was a late start. (is, was)

Review Exercise 2

Correct all errors in the following. Three are correct. Give a reason for each change.

1. There ain't no school Wednesday.
2. Each of these men wishes he were sitting in the president's chair.
3. There's two things about automobile riding I don't like.
4. He talks like he didn't know his own mind.
5. I haven't got no ticket.
6. Being the stripes of his socks run sideways, they correspond with his sweater.
7. So many people lost their lives while trying to fly across the ocean that many newspapers objected to it.
8. While fishing near Fire Island in Great South Bay, a storm came up.
9. In Maryland we narrowly avoided the accident of which I spoke of in class yesterday.
10. "Romeo" was very funny. Partly because of his amusing drawl and mostly because of the strange appearance he made.
11. After I had made up my mind to be a lawyer, I have tried hard to improve my speech.
12. The quicker you do this work the better it will be for you.
13. "Well," said father, "it's a perfect evening for motoring, how would you like it if I got out the new car and took you for a ride?"
14. One evening about six o'clock I walked down to the barn which was about half a city block from the house with my cousin.
15. If father was not a skillful driver, we would have skidded over the precipice.
16. I told the steward I did not belong on the boat and to please let me off.
17. I know I can manage the football team as good, if not better, than it has been run.
18. A simile is a comparison of two unlike objects.
19. The members of the club do not know what the entertainment committee has up their sleeves.
20. He don't care nothing about politics.
21. When we reached the summit of the mountain, I told the guide that I thoroughly enjoyed the climb.
22. The lovely forests were beautiful no more, instead they seemed to have an evil aspect.
23. Of course, being dark and late at night, this fellow looked suspicious to us.
24. After pushing and pulling for about ten minutes the car started off.

APPENDIX

Less Important Case Uses

Some of the constructions reserved for the appendix are rare. Although others like the adverbial objective and the predicate objective (or adjunct accusative) are common, a knowledge of them does not help a person to correct his sentences, build better sentences, punctuate, or understand what he reads.

Nominative

The **nominative of exclamation** is a substantive used to show special emotion.

O the *scoundrel!*

Objective

1. Verbs of asking take two direct objects, the name of the person and the name of the thing (called the **secondary object**).

The teacher asked Gilbert a hard *question.*

2. A verb which takes an indirect or secondary object in the active voice may in the passive voice retain a direct object (called the **retained object**).

I was given a *dollar.*
Gilbert was asked a hard *question.*

3. A verb regularly intransitive may take a **cognate object,** an objective similar in meaning to the verb.

He ran a *race.*

4. The **predicate objective** (or adjunct accusative) completes the verb and refers to the direct object.

We elected Willard *secretary.* (Inserting *to be* before the predicate objective does not change the sense.)

This remarkable coffee has made sleepless nights a *thing* of the past.
They called him *lazy*.
We painted the house *white*.

In the last two examples adjectives complete the verbs and refer to the direct objects.

5. The **adverbial objective** is a noun used like an adverb.

The river is a *mile* wide.
The stage level is one *floor* below that of the street.
He is fifteen *years* old.
Three *times* he tried and failed.
Forty *years* ago every lady owned an autograph album.

6. After verbs of *making, telling, letting, wishing, expecting, thinking, knowing, commanding, believing,* and the like, the **infinitive** has a **subject.**

I told *him* to think the proposition over.
We believed *him* to be qualified for the position.

7. The **predicate of an infinitive** is used after a linking verb to refer to the subject of the infinitive.

We believed it to be *him*.

Because the subject of the infinitive *it* is in the objective case, the predicate *him* is also in the objective case. The verb *to be* always has the same case after it as before it.

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